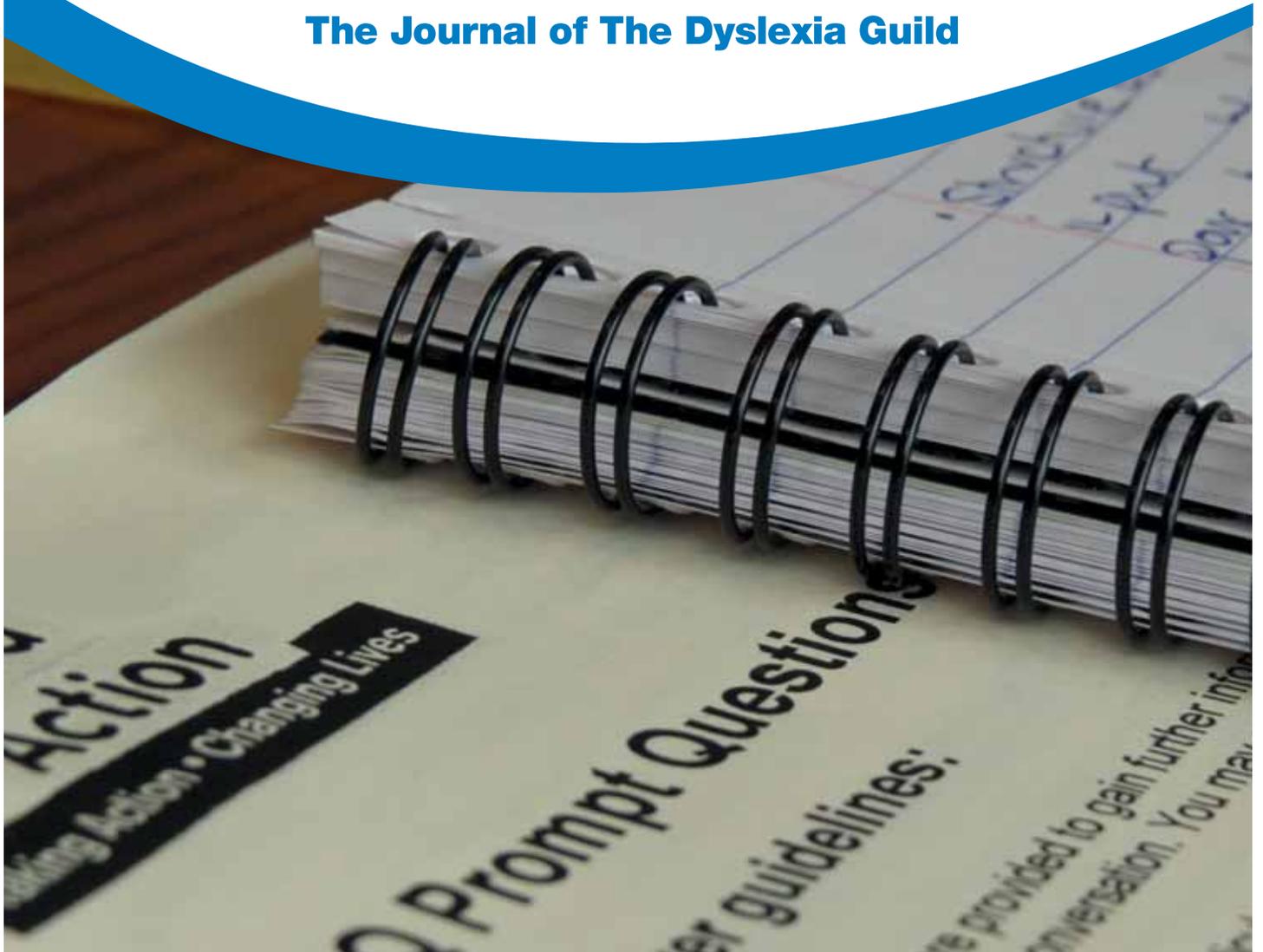


Dyslexia REVIEW

The Journal of The Dyslexia Guild



In this issue:



Auditory
Processing
Disorder



Online
tools for
professional
development



An alternative
to mind
mapping

**Dyslexia
Action**

Volume 25 Number 2
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JOIN THE DYSLEXIA GUILD!

**Dyslexia
Action**

Taking Action • Changing Lives

The Professional Body of Dyslexia Action

Who is it for?

For anyone with a general or professional interest in dyslexia. Members include teachers, SENCos, teaching assistants, FE and HE tutors, parents, assessors, and other advisory specialists.

The Aim

We aim to promote discussion, information and research as well as keeping members informed of developments in the field through publication and distribution.

Benefits

- Membership of our specialist library with access to online books and journals
- Dyslexia Review three times a year
- Conferences and events at reduced rates
- Guild Gallery electronic newsletter
- Preferential discounts on courses, suppliers and CPD events
- Assessment Practising Certificate
- Professional Indemnity Insurance at preferential rates for APC



**Group membership
is also available to
schools, library
services, publishers
and other groups.**

You get two copies of the Dyslexia Review and discounted rates for up to three delegates at our conference events.

For more information see our web page
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Cover Photo

Hidden Disabilities Questionnaire (see page 22)

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Editorial

The Summer Edition of Dyslexia Review follows on the success of our annual Summer Conference held this year in Lincolnshire. Members enjoyed a packed programme and a very hospitable welcome from the venue hosts. You can see some of the conference images in this issue of the Review and more on our new website for Guild Members. This new portal is an exciting development and a great resource for members where you can find amongst other benefits, electronic back issues of the magazine, recorded webinars and member offers. Do access the resource soon and let us know what else you might like to find there.

In this issue of the journal we have contributions from Dr Amelia Roberts, a speaker from our 2013 conference, who provides a guide to the freely available online tools available to all specialist teachers that will assist in both supporting schools with the new SEN reforms and enable professionals to structure their own self-development. Dr Nicci Campbell and colleagues provide an interesting insight into Auditory Processing Disorder (APD) and describe the categories of difficulty experienced by individuals with this condition and sources of help and information. Assessment tests for APD are available for diagnostic assessors and these are outlined in detail.

Dyslexia Action has a number of projects ongoing at present and we present the first findings from the Dyslexia Action Online Teaching (DAOT) project which is now well underway. The DAOT project promises a real step change for students excluded from mainstream education through dyslexia and related specific learning difficulties. The Hidden Disabilities Questionnaire has been a successful product for some time now and this year sees the HDQ updated and now with online scoring for assessors, a very welcome development which is outlined here too.

Last but not least we have a guest feature from Loughborough University Student Support Services where an innovative alternative to mind mapping has helped their art and design students with dyslexia/SpLD to really get to grips with their dissertation proposals.

Kathryn Benzine
Editor



The Editors take a break on the 1984 book bench in Bloomsbury

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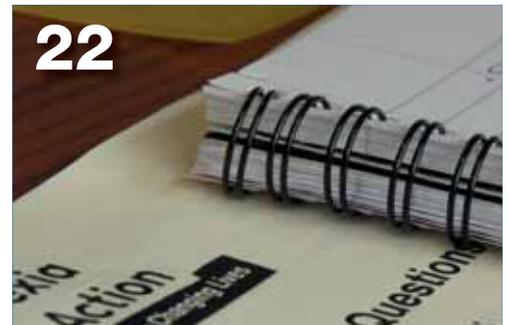
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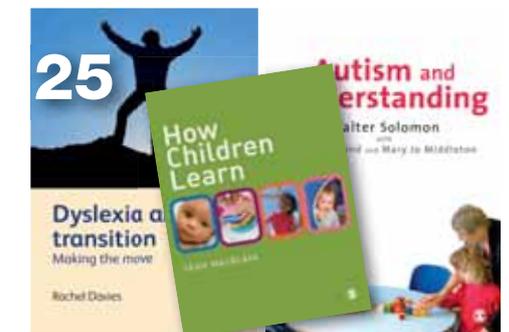
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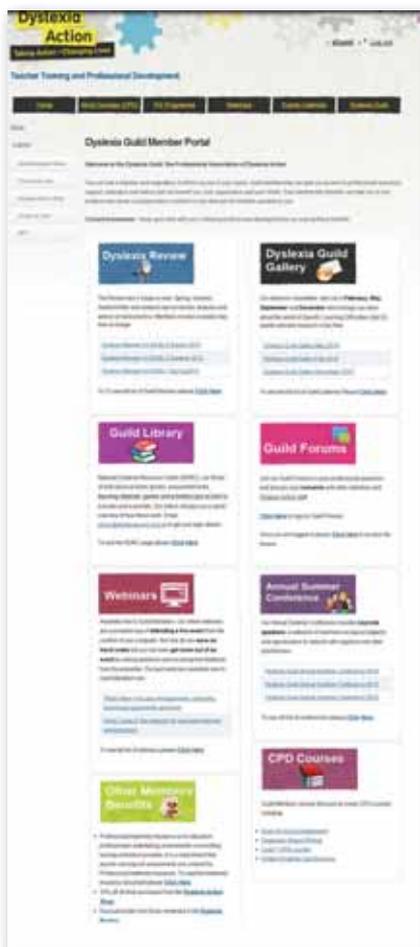
Book Reviews

Membership News

Jan Seabourne reports on news and events for Guild members.

New Website for Guild Members

We are pleased to announce that Guild Members now have their own Member's Portal where they can login to access current and new member benefits. Members can access the new pages of information at: <https://training.dyslexiaaction.org.uk/guild-members>



Our screenshot shows the pages of benefits currently available to you which include:

- Electronic copies of Dyslexia Review
- Recent Webinar recordings
- Conference Papers from our 2014 conference in Lincolnshire and other recent events
- Guild Forums for Question and Answers to be raised and discussed

- Links to other free member benefits

If you are not currently a member, join now to access these and other member benefits at: <http://www.dyslexiaaction.org.uk/join-today>

Latest News

Changes to Disabled Student Allowance (DSA)

Student Finance Company and BIS Non-Medical Helper Service Manual is available at

http://www.practitioners.slc.co.uk/media/705785/non_medical_help_manual_v16.pdf

The Student Loans Company (SLC) and the Department for Business Innovation and Skills (BIS) 'Non-Medical Help Services Reference Manual' have introduced this year as a standardised framework of activity descriptors and cost bands for Non-Medical Helper (NMH) services funded through the Disabled Students Allowance (DSA) for English students.

For **HEI Disability Advisers** and external providers of support services it provides guidelines on the types of non-medical help services and activities which may be funded under DSAs, the cost bands within which each activity is located and the appropriate qualifications and/or skills and/or training required to undertake each activity.

For **Non-Medical Helpers** this manual provides a clear picture of what support they are expected to provide within the particular recommendation and the appropriate qualifications and/or skills and/or training required to undertake each activity.

For **disabled students** who employ their own non-medical helpers it provides a clear indication of the type of work that their non-medical helpers should undertake and the appropriate qualifications and/or skills and/or training required to perform

each activity. In addition, all disabled students, whether or not they are employing their own non-medical helpers, can use the manual to understand the kind of support they can expect to receive and feel confident that it falls within a national framework.

For **assessors** this Manual provides information on how non-medical help work should be described and categorised when recommended and charged to DSA. This will help assessors formulate their assessments in accordance with a national framework.

Needs Assessment Centres - will need to use the new activity descriptors in all needs assessment reports and requests for changes to support made on or after 31 March 2014.

HEI Disability Advisers - will need to use the new activity descriptors in all requests for changes to support made on or after 31 March 2014.

NMH providers - will need to ensure invoices for support provided match the activity descriptors used within the needs assessment report. This may involve mapping titles and descriptors currently used to the new activity titles.

SSIN re changes to Disabled Students Allowances Student Loans Company

A new Student Support Information Notes (SSINs) has been published on the SLC Practitioner website to provide further information regarding the changes to Disabled Students' Allowances (DSA), for students applying for DSA for the first time in academic year 2015/16.

SSINs cover arrangements for the administration of Student Finance in England and are available through the link below:

www.practitioners.slc.co.uk/policy-information/student-support-information-notices.aspx

Conference News

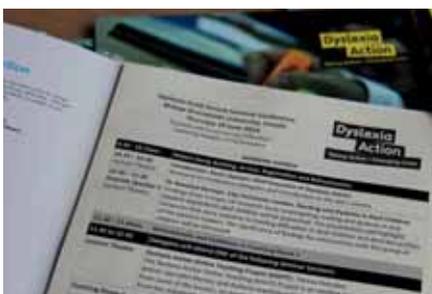
Members and aspiring members joined us in June this year for the Dyslexia Guild Annual Summer Conference at Bishop Grosseteste University, Lincolnshire.

The venue was superb and delegates enjoyed a Conference Networking Dinner the evening before the event as well as a packed programme of speakers and seminars. Our images below show the conference in full swing.

We hope you will all be able to join us next year as we return to London on **Thursday 18th June 2015** at the School of Oriental and African Studies right in the heart of Bloomsbury, another superb venue to look forward to in the Brunei Gallery event suite.

Further details regarding speakers and booking registrations will be made available on our website soon.

Images from the Dyslexia Guild Summer Conference held in Lincoln in June 2014



Assessment Practice News

New price structure for Assessment Practicing Certificate (APC) applications.

We have been notified by SASC [SpLD Assessment Standards Committee] that as from **1st September 2014** all APC issuing bodies will apply the following fee structure to more adequately cover the review time for these reports.

Route name	Current fee until 31st August 2014	From 1st September 2014
Route 1	£90	£165
Route 1 for those who qualified over 5 years ago	£165	£240
Route 2	£480	£555
Route 3	£90	£165
Renewal of certificate	£90	£165
**Submission of a 2nd report should the first not meet SASC requirements	£95	£110

The Dyslexia Guild Code of Practice

This code is designed to cover the circumstances of specialist teachers and assessors providing assessment services and reports to clients. It is written with particular relevance to the assessment of dyslexia and specific learning difficulties, but is not limited to assessments of these kinds. It is not intended to replace more general codes of ethics to which those employed in the fields of education, guidance and training may be subject. Dyslexia Guild members and practitioners agree to abide by this code.

General Principles

Practitioners should:

1. Practice within the boundaries of their competence.
2. Avoid claims for expertise that are potentially misleading.
3. Recognise the limits of their expertise and of the methods used, and seek advice from others when faced with issues which are at the limits of their professional expertise
4. Give professional, balanced advice that is not guided by financial interest.
5. Respect individual and cultural differences amongst their clients and take steps to avoid discrimination and promote equality of access to services offered.
6. Respect clients' rights to confidentiality and take all reasonable steps to ensure their personal safety.
7. Have regard to the requirements of the recipients of assessment reports and conform to current standards and recommendations from relevant professional organisations, including the Dyslexia Guild.
8. Conform to the Guild's policies regarding Continuing Professional Development, keeping up to date with scientific, ethical, and legal developments relating to their professional activities.
9. Keep up-to-date with developments in regulations, test materials and procedures and ensure that their practice conforms to contemporary standards.
10. Respect the copyright of published materials.
11. Conduct themselves in a professional manner and avoid behaviour that might bring the profession and/or the Dyslexia Guild into disrepute.
12. Respond to complaints and take appropriate action quickly.
(For example correcting any errors in assessment reports, or, when appropriate, offering a reassessment or returning any fee).
13. Co-operate with any investigation into a breach of this code and accept the findings of the Dyslexia

Guild Board, which may include the withholding of an Assessment Practising Certificate and the publication of the findings of the investigation.

When Providing Assessment Services

Practitioners should:

14. Be honest and accurate in advertising their professional services and avoid ambiguous statements or claims that might be misleading to the public.
15. Provide services in appropriate settings, using materials and equipment that are fit for purpose.
16. Ensure that, as far as possible, clients are informed of the purposes and consequences of an assessment, or of other services offered.
17. Seek to obtain the informed consent of all clients to whom services are offered.
18. Have particular regard to the unequal power relationship of an assessment situation and take all reasonable measures to ensure that the client does not feel pressured or coerced into taking part in something against their will.

When Charging Fees for Assessment Services

Practitioners should:

19. Ensure that there is clarity, particularly in relation to consent and the disclosure of findings, in situations where several parties are involved in the commissioning of assessment services. (Examples here are: client-school-parent; client-examination body.)
20. When relevant, ensure that clients are aware as soon as possible of any costs that may be involved in the provision of services.
21. Be open about any financial interest in any goods and services which may be recommended.

In Providing Assessment Reports

Practitioners should:

22. Report their findings and professional conclusions accurately and honestly, resisting pressure to make statements or recommendations, even when under pressure to do so, which are not supported by the assessment data.
23. Express conclusions taking due regard of the full circumstances of the assessment and all relevant contextual and situational factors.
24. Avoid judgments that are based on hearsay, uncorroborated evidence and subjective opinion.

25. Remain within the parameters of established conventions of decision-making, when necessary checking on these conventions through discussions with colleagues.
26. Be aware of the potential limitations of the methods used and express conclusions and recommendations with due caution.
27. Not normally recommend only one course of action, but make the client aware of a range of recommended options from which the client may choose.
28. Acknowledge, and provide references to, any information, recommendations and other materials mentioned in a report, that are derived from the work of other individuals or organisations.
29. Keep full records of :
 - Details of referrals and the nature of the instructions
 - The evidence of seeking informed consent
 - The working papers and data obtained from the assessment for a period of not less than two years
 - The report of the assessment for a period of not less than five years

With regard to Confidentiality

Practitioners should:

30. Avoid forming relationships that may impair professional objectivity or otherwise lead to exploitation of, or conflicts of interest with, a client.
31. Maintain the confidentiality of assessment records and take steps to avoid inadvertent disclosure during the processing of assessment information.
32. Only disclose confidential information with the consent of clients or their authorised representatives, unless compelled to divulge information by a Court of Law.
33. Restrict the circulation of reports to those authorised by the client, or their representative(s).
34. Take steps to limit the use of reports to the purposes for which it was produced.

Dyslexia Guild

Reviewed and updated February 2013



Auditory Processing Disorder: Implications for Diagnostic Assessors

Dr Nicci Campbell, Dr Caroline Gamble and Dr Barry Johnson describe APD and explain how this can be both recognised and managed.

What is Auditory Processing Disorder (APD)?

The British Society of Audiology's APD Position Statement (2011a) describes Developmental Auditory Processing Disorder (APD) as a collection of symptoms that contribute to a neurodevelopmental disorder towards which other symptoms, including delayed/impaired language and dyslexia, also contribute. APD presents as impaired perception of both non-speech and speech sounds, and is closely associated with impaired top-down, cognitive function. There is no evidence that it is produced by a primary, sensory disability. APD impacts on everyday life through disordered listening and a consequent reduction in the ability to act on what is heard.

APD behaviours seen most often include difficulty hearing in background noise, difficulty localising and tracking sounds, difficulty following directions, poor listening skills, poor auditory discrimination and memory, and music perception difficulties. Additionally in children there may also be reports delayed auditory milestones, speech and language delay, as well as difficulties with phonological awareness, reading and spelling (Campbell, Bamiau & Sirimanna, 2012).

The British Society of Audiology's APD Position Statement (2011a) describes three categories of APD:

1. Developmental APD: Cases presenting in childhood with normal hearing (i.e. normal audiometry) and no other known aetiology or potential risk factors. Some of these people may retain their APD into adulthood.
2. Acquired APD: Cases associated with a known post-natal event (e.g. neurological trauma, infection) that could plausibly explain the APD.
3. Secondary APD: Cases where APD occurs in the presence, or as a result, of peripheral hearing impairment. This includes transient hearing impairment after its resolution (e.g. glue ear or surgically corrected otosclerosis).

Auditory Processing Disorder is often described as Central Auditory Processing Disorder (CAPD) or (Central) Auditory Processing Disorder (C) APD in US literature. The term APD is recommended in the UK given that it is recognised that some degree of processing takes place before the level of the central auditory system (that is, the level of the brainstem) (British Society of Audiology's APD Position Statement, 2011a; British Society of Audiology's APD

Management Guidance Document, 2011b; Campbell et al., 2012).

Where can I get information on APD?

Various professional groups concerned with language and hearing in a number of countries have produced position statements on APD and these provide useful background information as well as highlighting various issues and current developments. Example statements are those of the British Society of Audiology (2011a), the Canadian Association of Speech-Language Pathologists and Audiologists (2012), Ireland's Health Service Executive's (HSE) commissioned research by the National University of Ireland, Galway (2008), the American Speech-Language Hearing Association (2005), and the American Academy of Audiology (2010). In addition to their 2011 position statement, the British Society of Audiology has also published a Practice Guidance document (2011b), which provides an overview of current management recommendations in the UK and useful hand-outs in the appendices. A review paper is available from the Washington University School of Medicine (Matson, 2005), which gives a broad literature review and a summary of interviews with researchers on the controversial issues relating to APD. For a brief overview of the current position in the UK with regards to APD definition, prevalence, assessment and management, readers are directed to Campbell et al. (2012).

Where can parents obtain suitable information on APD?

The MRC Institute of Hearing Research have produced a leaflet aimed at parents of children with APD, in collaboration with the British Society of Audiology APD Special Interest Group, and with advice from the UK parent support group (APDUK) and the NDCS (MRC Institute of Hearing Research, 2004). Due to further advances in the understanding of APD, the British Society of Audiology is currently developing an updated APD fact sheet, which will be accessible in both printed and on-line version for parents. The APD Special Interest Group has recently appointed a parent advisor to assist with this and other matters. The Minnesota Department of Children, Families, and Learning (2003) gives guidance for its teachers on APD, but some parents are likely to find it useful, particularly on teaching implications for APD.

What tests and other materials are available for UK diagnostic assessors to use if they suspect that the client has APD?

Although the assessment of APD should always include a qualified audiologist, questionnaire-based screening measures and psychometric tests are available to allow diagnostic assessors to consider some of the key areas of difficulty for individuals with APD.

The Fisher's Auditory Problems Checklist (Fisher, 1985) and the Children's Auditory Performance Scale (CHAPS: Smoski, Brunt, & Tannahill, 1998) are parent or teacher-completed questionnaire measures that focus on the key areas associated with APD, including listening ability in different environments, auditory attention, and auditory memory. These questionnaires provide an indication of whether or not a child is reported to have more difficulties with auditory processing than their age-equivalent peers. In addition, the Evaluation of Children's Listening and Processing Skills (ECLiPs), a new UK based validated APD screening questionnaire, has recently been launched. This home-based questionnaire has been developed and standardised for use with children aged 6-11 years. It has been validated for children with listening difficulties associated with hearing impairment, language impairment, dyslexia and APD. The purpose of the questionnaire is to inform decisions about the most appropriate referral route and best management strategy, and to assess the efficacy of treatment (Barry & Moore, 2014).

With regards to psychometric tests, the Test of Auditory Processing Skills 3rd (TAPS-3) (Martin & Brownell, 2005) is available from Ann Arbor Publishers. Pearson also provides a screening test, the Auditory Skills Assessment (ASA; Geffner & Goldman, 2010) for young children.

The SCAN-3:C Tests for Auditory Processing Disorders for Children (SCAN-3:C) and adults (SCAN-3:A) (Keith, 2000) are available from Pearson. A criticism that has been directed at the SCAN-3:C and many other psychometric tests is that they often carry a significant language, attention and memory load. Children with language delay or impairment may thus do poorly on these tests for reasons unrelated to an auditory processing problem (Moore, Rosen, Bamiou, Campbell, & Sirimanna, 2013). It is thus essential to consider aspects such as language, attention and memory when interpreting results.

Diagnostic assessors will need to check that their qualifications and experience permit them to purchase and use the above materials in accordance with the test companies' qualification codes/access requirements.

While the assessment of APD should be performed by a trained audiologist, multidisciplinary involvement and assessment is strongly encouraged at the field level (Campbell et al., 2012). In this way needs can be prioritised and a time and cost-effective plan implemented.

Is it true that children with APD are often described as having language delay, ADHD and/or dyslexia?

The core symptoms of APD can be very similar to those in children described as, or diagnosed as having, ADHD, and co-occurring learning difficulties may be present (Tillery et al., 2000; Young, 1999). In a study of children diagnosed with APD it was found that 25% of children had a co-existing diagnosis of dyslexia, and 9% were reported to have ADHD (Dawes, Bishop, Sirimanna, & Bamiou, 2008). The differential diagnosis of APD requires assessment by a speech and language therapist in order to determine the presence and/or the extent of any language difficulties that may affect the child's listening comprehension and attention to verbal messages. They are also able to assess phonological processing including phonological awareness and phonological recoding in lexical access and short-term verbal memory, areas that share overlap with diagnostic assessors within education.

Concerning dyslexia, the diagnostic assessor has an important role to play in teasing out dyslexia from APD, and where both may be present, determining priority in terms of the remediation, i.e. structuring and prioritising remediation to facilitate the quickest and largest gains. Cognitive abilities are a further consideration within the educational realm.

Audiologists assess child's auditory processing using both behavioural tests such as the dichotic digits test, frequency pattern test, duration pattern test, masking level difference test and the listening in spatialised noise test, as well as electrophysiological tests, when indicated. In this sense, the assessment goes beyond client's speech and language capabilities, offering an analysis at the neurological level. A hearing and middle ear test is done prior to the APD testing to ensure that hearing and middle ear functioning are normal, ruling out conditions such as unilateral hearing loss and high frequency bilateral hearing loss, which may mimic APD. Children with a history of otitis media (middle ear infection) are at higher risk for APD (Haapala et al., 2014).

What is the management for APD?

Management can be divided into three main categories, namely (1) modifying the listening environment, (2) auditory training and (3) compensatory strategies (Campbell et al., 2012). Modifications to the listening environment include architectural considerations to reduce noise and reverberation, acoustic treatments such as carpets, curtains, doors, rubber shoes on furniture legs and soft furnishing to reduce noise and reverberation, in addition to preferential seating. Auditory training can include both formal and informal training programmes. It is important that the training be sufficiently challenging and frequent to bring about changes to neural plasticity. Finally, compensatory strategies such as programmes to develop listening skills and auditory memory can be highly beneficial, together with metacognitive and metalinguistic strategies, as well as shared reading. The British Society of Audiology's APD Management Guidance Document (2011b) provides a detailed overview of the materials

available and useful hand-outs are included in the appendices.

Why should I be concerned with APD in my role as a diagnostic assessor within education?

Diagnostic assessors of specific learning difficulties, including dyslexia, need to be aware that there can be significant similarities in the manner in which children with dyslexia and those with APD may present for assessment, and that a high level of co-morbidity exists between the two conditions. It is also important to be aware that hearing status is not just concerned with hearing acuity, particularly as children with APD are likely to have a normal hearing on an audiogram. Children with identified phonological processing weaknesses may not respond to specialised teaching as a consequence of auditory processing difficulties present at a deeper (non-language) level.

How should my practice as a diagnostic assessor be shaped as result of knowing about APD?

Assessors need to reflect on the importance of obtaining up-to-date hearing assessments for clients with unresolved specific learning difficulties. Vicarious reporting of normal hearing acuity by parents of children need to be treated with extreme caution, particularly in cases where there is a history of hearing difficulties. If an assessor is concerned about a client's auditory processing skills, it may be useful to complete one of the screening measures or assessments described above, and if indicated to consider a referral for an APD assessment.

“Vicarious reporting of normal hearing acuity by parents of children need to be treated with extreme caution, particularly in cases where there is a history of hearing difficulties”

It is important, however, for assessors within the area of education not to re-refer clients unnecessarily to sources of assessment within the Health domain and thereby overload services that may be already stretched. Obtaining information about sources of assessment of APD in one's local area and health region is a useful starting point. This will encourage cross-disciplinary debate and clarify referral routes and operational policies. Sharing of assessment findings will be advantageous.

Appropriate identification of APD may explain why certain clients with dyslexia or other types of similar specific learning difficulties are failing to respond to specialised forms of teaching. This may stimulate teachers to review and change accordingly their individual education programmes.

The identification of APD may assist those parents who are concerned that their children's statutory education,

health and care plans (EHCPs) are seemingly not achieving the progress hoped for. This is because the identification of APD gives a focus on contextual needs and executive functioning strategies required within the child. APD will not be constructed as a 'common' type of specific learning difficulty and thus parents' appeals regarding the status of their children's EHC plans may be strengthened.

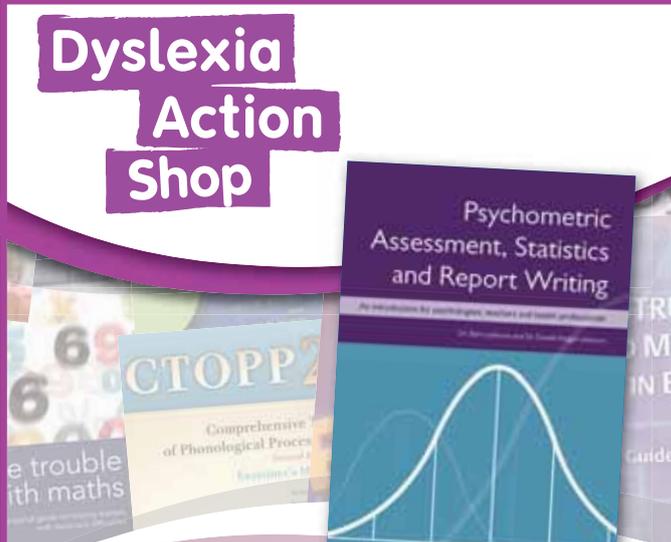
Diagnostic assessors and teachers who are concerned that a child may have ADHD could perhaps reflect on whether or not APD may be present, or if the two conditions could be co-occurring. They need to ask key questions of parents within the diagnostic process that help them start to assess the important area of APD.

About the Authors

Dr Nicci Campbell is an Associate Professor/Principal Audiological Scientist at the University of Southampton. She is an Audiologist and Speech-Language Therapist by training and holds both an academic and clinical post. Nicci has a special interest and works in the fields of cochlear implantation and auditory processing disorder. She is the coordinator of the APD Service at the University of Southampton and the immediate past chair of the British Society of Audiology's APD Special Interest Group.

Dr Caroline Gamble is a Clinical Psychologist at the University of Southampton Auditory Implant Service (USAIS), University of Southampton.

Dr Barry Johnson is Head of Assessment Services at Dyslexia Action.



Dyslexia Action Shop

Available now from the Dyslexia Action Shop

Psychometric Assessment, Statistics and Report Writing: an introduction for psychologists, teachers and health professionals by Dr. Barry Johnson and Dr. Gareth Hagger-Johnson, Pearson 2013

www.dyslexiaactionshop.co.uk

Guild Members receive 10% off all shop purchases.

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The Literacy and Dyslexia-SpLD Professional Development Framework



Are you making the most of free DfE funded resources to help schools with the new reforms? **Dr. Amelia Roberts** provides a step-by-step guide to the online tools available to structure teacher professional development and support school readiness.

New SEN/D reforms mean that Dyslexia is now the responsibility of all teaching staff. Gone are the days when the pupil with Dyslexia could be seen as mainly the SENCO's responsibility. Gone, too, are the days when a pupil wasn't expected to progress because 'He is School Action Plus'. This is a positive step forwards in the right direction, but we are still a long way from education meeting everyone's needs well.

There are still a large number of children who don't have a clear description of their learning requirements or a formal identification of learning needs. A quick look at the Ofsted Data Dashboard illustrates this point. I found a school with 48.1% of its pupils on Free School Meals (putting them in the top quintile for highest proportion of children from disadvantaged background). Yet only 5.3% were on the SEN Register (putting them in the second to lowest quintile for number of children with SEN). With nearly half of pupils from a disadvantaged background, the school had identified just over one in 20 with SEN. The school had achieved above average results in reading at Key Stage 2, but both writing and maths were significantly below the national average.

I suspect that a significant proportion of the non SEN-registered children with below average maths and writing attainment actually exhibit a range of difficulties, such as:

- working/verbal memory difficulties
- handwriting and motor co-ordination
- sequencing
- receptive/expressive language
- attention and impulse control

Most of the readers of the Dyslexia Review will recognize these as commonly co-occurring difficulties that go alongside the phonological decoding difficulties commonly associated with Dyslexia. However, many classroom teachers will have received less than half a day of training around SEN before achieving Qualified Teacher Status and so are much less well equipped to notice specific difficulties such as these and respond accordingly.

As a result of the new SEND Reforms coming into place in September 2014, there is an increased focus on a graduated response to pupil need, with Wave 1 and Quality First teaching being strongly emphasized and expected to include a number of key strategies to support learners

with literacy difficulties. This means that practitioners and schools need clear structures and support.

These resources will help you if you currently:

- Deliver any kind of teacher training, from Initial Teacher Training, to INSETS, National SENCO Award or mentoring and coaching Newly Qualified Teachers and Teaching Assistants
- Work with any school, college, university, Local Authority or other educational setting that supports learners with literacy difficulties
- Assist in the preparation for the SEN/D reforms

The resources were developed by The Dyslexia-SpLD Trust, which is a group of key national charities with a focus on Literacy and Dyslexia, including Dyslexia Action, The BDA, Patoss and the Helen Arkell Dyslexia Centre. The two resources featured below were developed in collaboration with Dyslexia Action.

The Literacy and Dyslexia-SpLD Professional Development Framework training materials

Background and Track Record

The Literacy and Dyslexia-SpLD Professional Development Framework is a free online resource, commissioned by the Department for Education. It can be accessed from The Dyslexia-SpLD Trust's website or directly at: <http://framework.thedyslexia-spldtrust.org.uk/>

The Framework offers a complete road map of expected skills and knowledge required to work effectively with the Dyslexic learner or those with generalised literacy difficulties. The Framework is also structured to help schools to develop and embed their own CPD programme. It includes ideas for workplace activities, as well as videos of good practice and key online resources such as the IDP.

The Framework also includes a self assessment tool to:

- identify CPD needs
- filter resources according to topic or level of knowledge required
- gather evidence of impact of training on professional knowledge

Training providers may also use the entire Framework (available as a Word Document on the site) to develop new courses, such as were developed by Swindon Local Authority. Other training providers (Dyslexia Action, OCR, University of Roehampton, Institute of Education, University of London) have used the self-assessment tool to 'benchmark' students' knowledge before and after receiving training.

The Framework is split into six strands of knowledge and at five different levels according to type of job role within the educational setting:

The six strands:

- A. Structure and development of language, literacy and learning
- B. Theories of dyslexia/SpLD and theories of specialist teaching
- C. Identifying and assessing dyslexia/specific learning difficulties
- D. Teaching and supporting learners with dyslexia/specific learning difficulties
- E. Communicating and working with others
- F. Professional development and dyslexia/SpLD

Stages and corresponding roles:

Stages	Type of Support	Professionals
Stage 1	Universal	<ul style="list-style-type: none"> • All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	<ul style="list-style-type: none"> • Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. • Practitioners in specialist settings
Stage 3	Targeted Strategic	<ul style="list-style-type: none"> • Higher Level Teaching/Special Assistant in all settings • SEN Teacher • SENCo • Teacher in main stream seeking to specialise in dyslexia/SpLD • CPD leader for teaching schools
Stage 4	Specialist	<ul style="list-style-type: none"> • Dyslexia/SpLD Specialist Teacher • Dyslexia/SpLD Advisory Teacher • Specialist Teacher Assessor
Stage 5	Specialist Complex	<ul style="list-style-type: none"> • Specialist Teacher Assessor • Dyslexia/SpLD Advisor • Dyslexia/SpLD Trainer

Introducing the Framework

The CPD Lead may choose to use any of the following methods to introduce the Framework to their setting, using a variety of resources:

- Present an overview of the Framework, using a 'Guided Tour' Structured Worksheet and 'Treasure Hunt' document. These are found on the page 'Getting Started'.
- Explain the structure and content of Framework using 'Voiced-over presentation' if required.
- Showcase examples of Resources and additional features, such as 'upload' and 'share'.
- Show staff how to use the Framework for Self-Assessments, using Intro Video if required. This includes looking at a sample Personalised Report.
- Give professionals an overview of different ways of using the Framework to support CPD, using 'The Framework Users Guide'.

Using the Framework to support CPD in Schools

The Framework contains resources to enable you:

- To develop an INSET from personalised reports and/or group report.
- To develop an INSET from a 'Resource' based search.
- To use the Framework to structure a staff team discussion.
- To download free CPD Certificates to build a teacher's professional development portfolio and provide evidence for performance management targets.
- Using the Framework to inspire staff team workplace activities
- Using the Framework to structure school development plans. Examples of these are available on the site as 'School Action Plans'.

Using the Framework in Initial Teacher Training and other accredited training

- Use the Self-Assessments to benchmark student progress – before and after taking course or training programme. Change in knowledge is clearly identified and can be printed off as evidence of impact of training. If the teacher or student teacher retakes a strand to show improvement in knowledge and skills, they can download a free Certificate of Professional Development to document their progress and add this evidence to their Portfolio.
- The Framework can be used to structure assignments. The Institute of Education (University of London) required students to use the Framework to conduct a needs analysis of their school and write a report of recommendations.
- The full content of the Self-Assessment Tool is downloadable from the Framework User's Guide page. This can be used to evaluate the content of an existing course or write new courses.

New Guidance to support schools and Local Authorities

The Dyslexia-SpLD Trust has recently launched new Online Guidance on the SEN Reforms to support schools and Local Authorities to implement the SEND reforms with a specific reference to children and young people with literacy difficulties, specific learning difficulties and dyslexia.

The guidance will help Schools and Local Authorities to:

- Deliver a comprehensive Local Offer to those children and young people with literacy difficulties, specific learning difficulties and dyslexia
- Review existing resources and materials which can support their graduated response
- Signpost to existing resources and training materials to enrich professionals' understanding and develop their skills in universal and targeted provision
- Select good practice to support all pupils experiencing literacy difficulties in schools and colleges.

Included and available to download are: A comprehensive online guide including case studies and examples of good

practice; a series of individual support resources by a range of providers; and links to training materials which local authorities and schools can use to support their practice.

FURTHER INFORMATION

To find out more information, please go to our website: www.thedyslexia-spldtrust.org.uk

Or contact us at:

Tel: 01344 381 564

Email: SENGuides@thedyslexia-spldtrust.org.uk

Dr. Amelia Roberts is the Project Principal Researcher for the Literacy and Dyslexia-SpLD Professional Development Framework



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www.unitsofsound.net

Units of Sound covers decoding skills from 2 letter words to multi-syllabic words of the type needed for GCSE and adult level work through short independent sessions with a computer – Windows Platform only.

Units of Sound Professional
Already used in 600 schools

Units of Sound: Literacy that fits
Specially designed for home use with minimum support.

Online Practitioner's Course
An online course for Tutors to enable them to get the very best out of Units of Sound for their pupils.

Details of the above can be found on the dedicated website:
www.unitsofsound.net

www.crested.org.uk

**Council for the
Registration of Schools
Teaching Dyslexic pupils**

Gives parents choice.

Every School on the **CRESTeD** Register has been assessed for SpLD (Dyslexia) provision.

Schools are revisited every 3 years to ensure standards are being maintained.

If a school offering support for SpLD (Dyslexia) isn't on the **CRESTeD** Register you might want to ask –
Why not?

All the information you need can be found on our website:
www.crested.org.uk

Contact CRESTeD on 0845 601 5013
lesley@crested.org.uk www.crested.org.uk
Registered charity no. 1052103
Council for the Registration of Schools Teaching Dyslexic Pupils

Hanging out the Writing: when mind maps don't help

Linda Kirkham from Loughborough University Student Support Services describes an alternative way of helping students with dyslexia to map their ideas.

Many art and design students have dyslexia and many are reluctant writers but confident visual and tactile artists. The strategy presented here came about through trying to help art and design students tackle their final-year dissertations. Such students have often laboured through their previous years of theoretical and historical studies, sometimes resenting the amount of time they have had to devote to written language tasks, keeping them away from the studios. Some have not previously used study support services. Then in their final year they are required to produce a theoretical study of around 10,000 words; which is often far more daunting than their academic supervisors realise. The following ideas were attempts to get art and design students started on their dissertation in ways that would reduce their fears. Many of these students have absorbed the widespread view that dyslexia equals visual thinking and is therefore best supported by mind mapping. Many are also likely to have received mind map software as a benefit of the Disabled Students' Allowance. However, some students report that they find mind maps messy and confusing.

Tilly Mortimore, in examining dyslexia and differences in learning, acknowledges that for some students, a mind map, '...is simply a bewildering spidery maze that gets between the student and the information, increasing tension and reducing their ability to retrieve the facts they need.' (2003: 24) In helping to explain this difference, Mortimore draws upon Riding and Rayner's Cognitive Styles Analysis (CSA) model that identifies a continuum between verbaliser and imager learners, as well as between analytic and holistic learners. She also cautions against making the assumption '...that anyone who scores highly on the imaging side of the CSA continuum is bound [her emphasis] to like mind maps' (op cit: 42).

One of our students came to a study support session with her 'Inspiration' mind map on her laptop but was overwhelmed by the starburst of simultaneous and linked ideas and could see no way of moving on towards the steady, serial format needed for writing. We tackled this by colour-coding, slowly identifying the key themes under which ideas could be arranged and then printed it and increased it in size to A3.

Another student had developed his own strategy to 'manage' mind mapping, whereby he created his mind map on his computer, then printed it out and physically cut out the ideas in order to work on putting them in order for his essay. Both of these students illustrate one of the difficulties with mind mapping – the need to quickly generate key words and to easily distinguish the

big ideas from the fine detail. It's possible this could be overcome by training and practice in mind mapping, but many final-year students find themselves without either, having not seen the point previously. In the case of Arts dissertation students, and particularly when their study is contextualised by several bodies of theory, they have a sense that all of the ideas seem interlinked and therefore find it impossible to know how to write about them and where to start. In a sense, an unstructured mind-map exacerbates the problem.

As always, a core task for specialist study support tutors is to help students break down the whole into smaller, manageable chunks – to conceptualise it as a series of modules or chapters. One of the study support tutors addressed this by increasing the multisensory aspects of the work for the student which appealed more to the student's natural confidence and strengths in manipulating visual and tactile materials. Together they began to develop the idea of a dissertation as being a piece of several parts with ideas hanging from each part but attached together. This was physically made using tags and pipe cleaners, the skill being to consider where each idea could belong.



Coloured pipe cleaners represent each main theme of a dissertation.

Francis, in her work with art and design students' writing, recognised the conflicts for many of these students, again citing Riding and Rayner's model and identifying that: 'Many visual artists may gravitate to the holistic/imager sector and many writers might locate themselves firmly in the analytic/verbal quadrant' (2003:19). Francis explains the blocks that students often experience with writing; how starting is the hardest part and of their sense of urgency to 'do', but frustration at not knowing what to do. She suggests that, 'If someone is reluctant to write . . . then the act of doing can create the climate for something to happen' (2009: 23), and she explores ways in through visual and tactile processes. Her work promotes the importance of using tools that appeal aesthetically and as tactile objects.

Two recent fine art students, both with significant dyslexia and dyspraxia were starting their final year dissertations. Each had difficulty in handling large amounts of information and both had tried mind mapping but became very confused by anything more than a basic mind map of three or four thoughts on one subject. We needed a way of making the sub-sections of the piece very explicit and chunky, yet 'plastic' so that ideas could be moved, sorted and categorised. We tapped into one of the student's interest in comics and Manga books to show how the process was much like creating a storyboard, where the narrative is laid out from left-to-right in a visible way, rather than top-to-bottom and part-hidden, in the way that writing appears on a computer screen. The result was a simple hanging storyboard format.

From an assortment of cards, fabrics, wool, string, tags and markers, Student A chose to make her storyboard using tactile, corrugated cardboard with coloured wools. The heart-shaped sticky note pinpoints the 'heart' of her argument. Student B chose a more graphic feel, with crisp card and string; some of the sticky notes refer him to his original mind maps on specific points.

Student A gradually abandoned her storyboard as her draft took shape. Student B carried his around throughout the dissertation process, folded like a book, but then laying it out on the desk for each study support session,



Student A: Tactile storyboard.

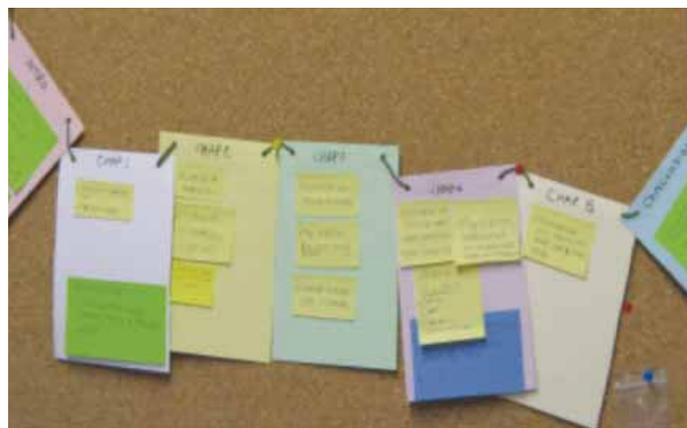
keeping it in front of him as he wrote, as if he was almost literally 'handling' his ideas. He also recommended it to a friend who was also struggling with the dissertation and so the concept was passed on.

When another student adopted the strategy the storyboard was soon bristling with sticky notes, attachments and extensions and it was then the format became nicknamed 'the washing line'. This student had particular difficulty with reading and working memory and said that this method helped her "keep control" of what was going on. The 'washing line' went everywhere with her. The strategy seemed to have potential, so an example was included as part of a dissertation-planning poster to show new students as they started on the journey of producing extended pieces. We found that it was not only arts students who liked it: a mature MBA student (with dyslexia) adopted it and commented that, 'With the card in my hand, I can really think'.

A colleague shared this study support experience:

'I usually see Student C in my own office and a couple of weeks ago, talked with her about the 'dissertation planning' poster. She seemed indifferent to all the ideas I had, including various coloured luggage labels hanging up on the wall with post-it notes on them; but they didn't seem to do anything for her. However when she saw the cardboard 'washing line' plans and touched them then they really activated her planning brain. She could visualise them hanging in her study room.'

Because students are often not allowed to pin things to walls in their rooms, one of the students has tied her 'washing line' to the curtain pelmet. Another possibility is to use 'Magic Whiteboard' sheets that stick to the wall through static: however, this may not hold the same aesthetic appeal. An assistive software trainer also recommends the 'top-down' or 'family tree' option for organising a mind-map as very popular amongst students when demonstrated. This is a good format to facilitate the transfer from the washing line to word-processing. Once transferred, the notes can be converted to linear format using the 'Outline View' feature in most mind map programmes.



Student B: Storyboard refers back to the original mind map.



Hanging out the washing line.

It is difficult to say why the 'washing line' helps. It is not much more than an essay chain or framework, but it has a tactile dimension. Francis (2009) notes that, the author Will Self has a similar working method of using sticky notes of jottings that he sticks on the wall to arrange and re-arrange into sections. However, as an experienced writer he is likely to have in mind a conceptual framework of sections, and even word count, to work to – these conceptual anchors can be a problem for our less experienced students that is not solved by mind-mapping, but is presented visually and in the memory by their cardboard chunks.

Most of us need to understand the 'big picture' when learning (Cooper 2009), and the 'washing line' helps to give a stable representation of the whole dissertation structure and how information and ideas might fit into it. It also seems to support ideas about writing as creative design, the visual composition of text and the page as a pictorial

frame, (Sharples1999) which can act as a bridge for art and design students.

It has been suggested that those with dyspraxic difficulties might have greater difficulties with the right-hemisphere skills of visual and holistic thinking and are stronger in the left hemisphere skills of verbal and step-by step thinking (Grant, 2005, Portwood, 2011). Anecdotally, it is often those students who say that mind mapping confuses them and also feeds into their self-reported tendencies to 'go off at tangents' and lose sight of relevancy. As noted, the initial enthusiasts for the strategy were students with dyspraxic characteristics.

Finally, in terms of the great difficulties experienced by students with attentional difficulties in getting started on a task, organising and prioritizing, and in maintaining focus, described as aspects of executive functioning (Brown, 2005, Johnson, Ridsdale and Jones, 2013), the acts of choosing and using physical materials alongside related discussions around structure, size and so forth seem to capture the attention and allow it to dwell. Physical symbols can have a lasting effect notes Pollack (2009) and Symonds (2009) describes the importance of engaging the senses which 'improves learning, accessing long-term memory'. In its basic physicality, hanging out the writing seems to offer these opportunities.

Please note: I would like to thank my colleagues and the students at Loughborough University for their essential contributions: all permissions were sought and given.

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Dyslexia Action Online Teaching

Maria Maloney outlines the development from this exciting new project

The Dyslexia Action Online Teaching project was developed to provide specialist literacy and dyslexia teaching, in a new and innovative way, via an online learning platform. The project, which was launched in August 2012, supports Dyslexia Action's strategic goals as it enables us to offer support to young people who could not otherwise access help, due to key barriers such as time, location or transport costs.

The focus of the project is to work with young people with learning difficulties who may be struggling academically, falling behind their peers, losing self-confidence, feeling isolated and stigmatised and who often lack a supportive environment at home.

Our online courses are delivered on an Adobe platform hosted by Nisai Learning, an organisation that shares Dyslexia Action's goals to make learning available to everyone and overcome barriers that prevent learning from taking place. Students enter the online classroom from their home computer and are able to communicate with the teacher through text chat (private or public) and voice using their microphones.

The courses

To date the project teachers have taught two courses, each of eleven weeks: Writer's Toolkit (a spelling and writing course) and Study Skills, plus individual specialist literacy teaching. We have so far been able to reach 138 students who are either; home-schooled children; students eligible for Dyslexia Action's Learning Fund; students from alternative education providers or from mainstream schools.

We are thrilled with the number of beneficiaries the project has been able to reach and are looking forward to developing our courses into a sustainable service that can be offered from spring 2015.

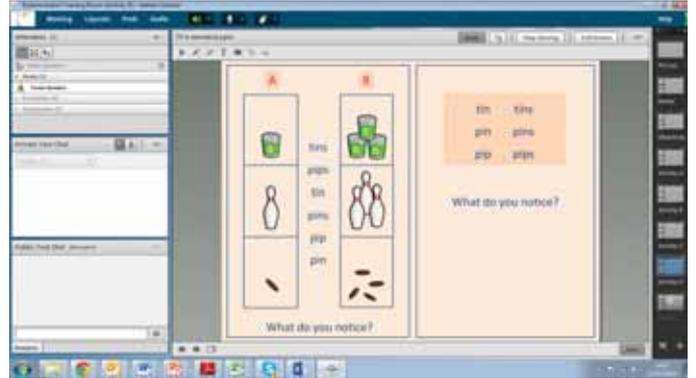
Dyslexia Action Online Teachers

Teaching on the project has been developed and delivered by a group of four highly skilled specialist teachers, whose energy and creative flair have brought learning to life for the students. The project has required teachers to think of alternative teaching strategies and to really push the boundaries to provide multisensory teaching online and engage their audience. The teachers have successfully found ways to make young people want to learn again and most importantly realise that learning was not beyond their capabilities.

The specialist teachers involved in the project take great pride in producing visually appealing and informative resources. Lessons provide opportunities for the students to decode for themselves particular spelling or

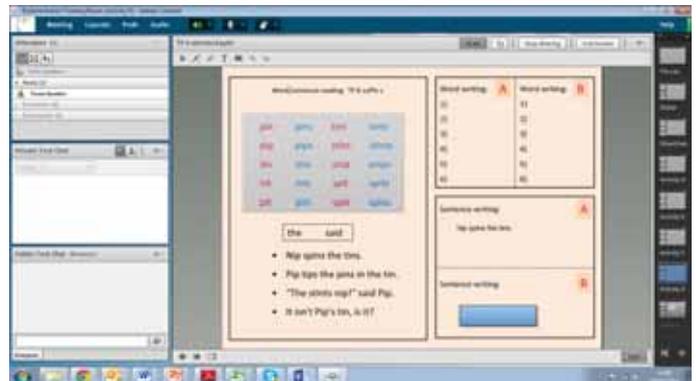
punctuation rules, followed by activities that reinforce the learning points in a fun, interactive and multisensory way. Some examples of lesson resources and games we use for teaching are shown in the illustrations, which are taken from our online classroom.

Figure 1



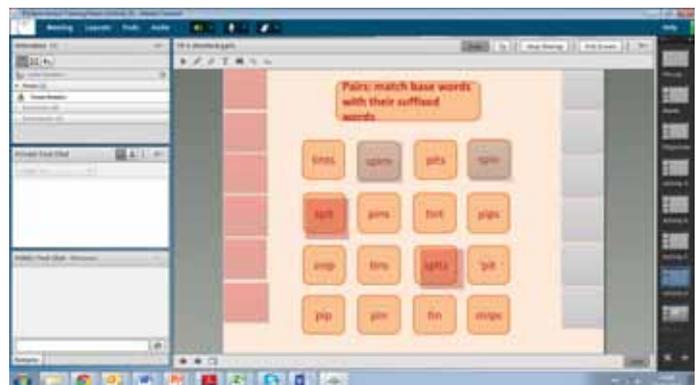
Student is taking control of their learning by explaining what they see on the screen.

Figure 2



The student can practice their learning online.

Figure 3



A fun multisensory activity with a bit of competition helps to reinforce the learning.

The success of our teachers is due in great part to their empathy and understanding of their students. Students often have very low self-esteem and may feel embarrassed to participate in lessons because they do not want to appear stupid. From the outset, teachers seek to establish and develop trust with the students and encourage them to understand that making mistakes is all part of the learning process. In fact, in our online lessons, making mistakes is positively encouraged as being the best way to learn.

What parents and teachers are saying about our online teaching

“I was so proud of this work that Dan did using all the words that you gave him on Thursday.”

“Thank you so much for today’s lesson and the support you are giving Jordan. He is very much more relaxed about it all now, and I am very impressed with the way it all works! Wonderful.”

“The students finished their writing assessments and wanted to read them out. It was fantastic!”

Our teachers are passionate and committed to helping break down learning barriers and this is how they sum up the project:

The achievements of the Dyslexia Action Online Teaching project are

best illustrated by the many positive results and comments we have received from our students. They have enjoyed trialling a new way of learning and we have observed students becoming more confident about their abilities, as they acquire strategies that enable them to improve their spelling and structure their ideas. Our way of learning gives the student time to learn and practice a particular spelling rule, until they are confident about using it, before moving on to a new teaching point. The students also feel that they are being given lots of choices in terms of learning strategies, e.g. using mindmaps or different coloured paper and pens, so that they can then pick the approach they feel helps them the most. We have also received feedback from their class teachers that this has had a positive impact on the learners in their everyday lessons, as they can now explain to their teachers what works best and enables them to learn.

Measurable improvement in students’ literacy

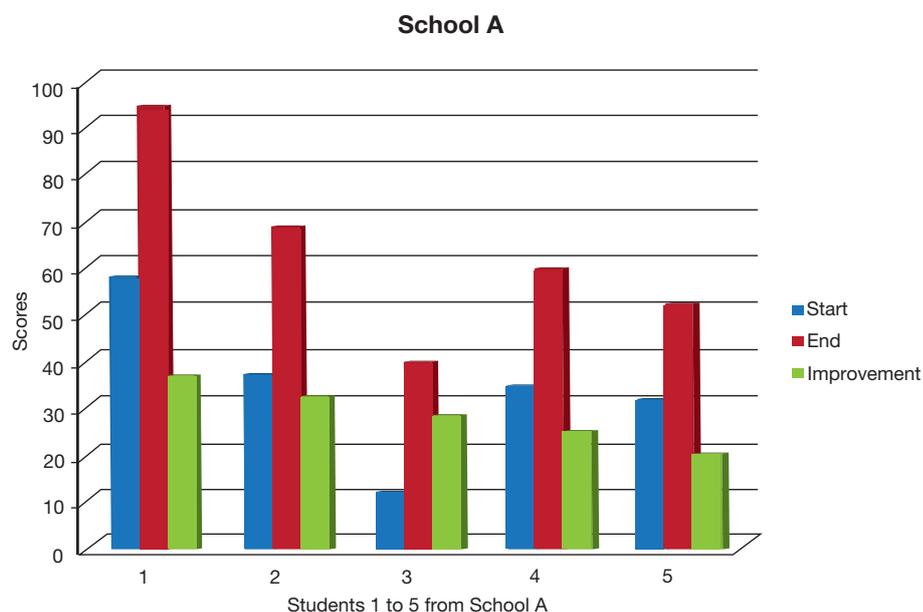
As part of the project we implemented an assessment method to show students how much progress they had made over the course of a term. Teachers often find that the students themselves are harsh critics of their

own learning and find it difficult to appreciate their improvements and achievements in a positive way. Our teaching method highlights improvements in spelling and use of punctuation through a piece of creative writing the students produce online. The improvements are clearly visible and can be demonstrated by the teachers to counter any doubts the students may have.

Figure 4 shows the improvement students made in a short written assessment at the end of an eleven week intervention. The teachers saw improvements in the use of punctuation rules and spellings rise for the majority of their students and in the table below the levels of improvement range from 18 to 38 for individual students. These are very encouraging results that show the impact our teachers are achieving with the students, even at this early stage in the project.

It is also important to note that our students are not only progressing in literacy skills, they are also becoming competent users of the keyboard and online tools, through their lessons. Using technology removes barriers to learning that are further impacted by poor handwriting skills. Through the online courses, students are

Figure 4





DOAT teachers from left to right: Alice Ogunsakin, Marie Hall, Teresa Dunsdon and Jeni Parker.

able to type in their ideas and so communicate more effectively. As a result of this we see examples of students who were previously “invisible” in lessons, due to lack of engagement, now starting to want to be seen and have their voices heard.

One of our teachers provides specialist literacy lessons to a student of 14. The student had a statement but was removed from a specialist school by his parents as they felt he was not progressing. The family were desperate to find the best help possible for their son and learnt about the project through Dyslexia Action’s website. The student had been having great difficulties with reading and writing and had consequently become very switched off from his learning. The specialist teacher has now built up great trust and developed a can-do attitude with the student that has seen him flourish over the last three terms. A structured, cumulative and multisensory programme was put together targeting high frequency words, this has enabled him to write basic phrases and make reading accessible for the first time in his life.

The student’s parents were thrilled when on holiday their son began to read signs, car number plates and write down basic sentences. He then typed up some sentences that they shared with the Dyslexia

Action teacher, because they were so proud of his achievement. His family has also commented on how his increased confidence in literacy is positively impacting on other areas of his life and how he is now prepared to try new things as he now feels able to cope with new challenges. Many such families do not live near a Dyslexia Action centre and so the provision of support online has proved a lifeline and demonstrates how the project

is fulfilling Dyslexia Action’s strategic goal to extend its reach.

Dyslexia Action Online Teaching as a sustainable service

Work is now in progress to prepare for the new term of teaching in September. Plans are also under development to launch the service as a sustainable product from spring 2015, with an offering being developed for both the school and home environment. Our senior teacher Teresa Dunsdon recently presented the project at The Guild Annual Summer Conference where it was very positively received by the audience and we are planning to take part in more educational conferences from autumn 2014, so that we can help more invisible children to find their voices.

We are wholly committed to making this project into a sustainable service because we have seen the huge impact we can make to young people who need specialist literacy and dyslexia support.

If you have any questions about the Dyslexia Action Online Teaching project and would be interested in finding out about the services we offer, please contact the Project Manager, Maria Maloney for further details mmaloney@dyslexiaaction.org.uk.



The Hidden Disabilities Questionnaire goes online

Glenys Heap, Head of Research, Educational Development and Policy at Dyslexia Action explains the new online developments for this useful screening tool.

? What is this report?

It is

- ✓ Highlights strengths and weakness
- ✓ A screening questionnaire
- ✓ Suggests personal strategies

It's NOT

- ✗ Not a diagnosis
- ✗ Not 100% reliable
- ✗ Not the whole picture

HDQ is a screening questionnaire that highlights areas of concern that are associated with hidden disabilities such as Dyslexia, Dyspraxia and Attention Deficit Disorder.

The HDQ only shows areas of concern.

It is not a formal diagnostic procedure but it can highlight areas to work on and indicate when further investigation may be needed.

It cannot tell you whether you really have a difficulty or not. Ask your interviewer for details. If you are concerned, please consult a specialist.

Summary

Literacy and Language
10 of 10
High concern

Memory and Organisation
12 of 12
High concern

Hidden Disability Questionnaire
Dyslexia Action Online Service

What is the Hidden Disabilities Questionnaire (HDQ)?

The HDQ is a 32-item screening questionnaire that highlights features of hidden disabilities including Dyslexia, Dyspraxia (DCD) and Attention Deficit Disorder (ADD). It can be used to identify individuals who may need adaptations or Reasonable Adjustments to help with work or in education. It can also identify those who need further more detailed assessment.

HDQ is delivered face-to-face and includes an online scoring tool that produces a detailed report. It should be noted that the HDQ is not a formal diagnostic procedure and is currently suitable for people aged 16+ only

The HDQ development team has been busy updating this well-established training course recently, resulting in the development of a new online scoring tool for HDQ. The new two-day training course is workshop based and encourages participants to relate the information to their own setting. The online scoring tool means that interviewers can enter the answers directly onto the computer or deliver the paper based copy of the questionnaire and add the scores online at a later time.

The scoring tool produces a report outlining the areas of concern and suggests practical strategies.

How does it work?

The HDQ indicates a degree of difficulty in relation to five main areas of functioning:

- A total 'Hidden Disabilities' score
- Concentration, attention and memory
- Practical tasks and motor co-ordination
- Calculation and maths
- Social outlook and confidence

What training do I need to use it?

A two-day training programme has been developed by Dyslexia Action to give delegates expertise at delivering, scoring and evaluating the HDQ. As well as an overview of hidden difficulties, such as Dyslexia, Dyspraxia and ADD, the training programme details how they co-exist and common strategies to support particular individuals. It also covers the Equality Act 2010 and barriers faced in the workplace and/or learning environment.

Training Itinerary

The two day training course concentrates on the following areas:

Day One	Day Two
<ul style="list-style-type: none">• Overview of specific and co-occurring learning difficulties:• Dyslexia• Dyspraxia (Developmental Co-ordination Disorder – DCD)• Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)• Autistic Spectrum Disorder (ASD)• Assessment and screening with HDQ	<ul style="list-style-type: none">• Using the HDQ online scoring tool• Strategies and Reasonable Adjustments used by individuals and employers• The Equality Act 2010

How much does the training cost?

A two-day training course for organisations is £4,500 for up to 16 delegates or the Open Course for individuals is £450 per person.

Licences

Attendees will receive an unlimited licence for six months, on completion of five case studies. Further licence codes may then be purchased at:

£30 for 20 codes

£50 for 50 codes

£75 for 100 codes

£450 for unlimited use for 12 months for organisations or

£150 for individuals

Quality Control

Delegates complete the HDQ training by providing five reports using scores from three case studies and two full screenings. These are evaluated by Dyslexia Action. If satisfactory, a certificate of competence will then be awarded and the HDQ can be used for screening with access to the online scoring tool and a support website.

Who's using it?

- Probation Services
- Prison Services
- The NHS
- Fire and Rescue Services
- Universities
- Private Companies
- Training Providers

If you have trained previously on HDQ and would like to use the new online scoring tool, we will be organising webinars to bring you up to date and you can then purchase licences as above. Please contact Carol Jolly to register your interest.

Next Dates for Open Courses:

8th and 9th September 2014 in Central London and see website for further dates.

For further information or to book please contact Carol Jolly:

Email: hdq@dyslexiaaction.org.uk or bolton@dyslexiaaction.org.uk

Telephone: 01204 395500

Address: Dyslexia Action, First Floor, Scott House, 27A Silverwell Street, Bolton, BL1 1P



Attendees at our HDQ Training Day

Read&Write Gold exam reading software: enabling independence for students with dyslexia

Recent changes to Joint Council for Qualifications (JCQ) examination access arrangements mean that computer readers can now be used in exams, even where reading is being assessed, opening up a world of opportunity for students with dyslexia to be assessed on a level playing field.

Read&Write Gold, Texthelp's text-to-speech software, is being employed by UK secondary schools not only in the classroom, but also as a computer reader to make examinations accessible. The software allows students to read all of the English Reading paper independently (including sections where reading is being assessed) and can also be used in a wide range of other exam subjects.

This has benefitted schools in a number of ways, including:

- Enabling student independence and reducing stress levels (as students no longer have to feel embarrassed to ask for help, and can independently use Read&Write Gold to read any text aloud in their exam).
- Saving staff time and school funds (by reducing the number of human readers required in exams).
- Improving students' grades.



Using Read&Write Gold as an exam reader

Read&Write Gold can be used to scan exam papers into digital format. The software's text-to-speech voices can then be used to read the exam paper aloud. The flexible PDF Aloud feature means that students have the option to read the exam paper by word, sentence or paragraph (as per their needs). There is also a great feature in Read&Write Gold called the 'Screenshot Reader' which allows students to read any inaccessible text in images.

The Teachers Toolkit feature allows teachers to restrict student access to only the features that are permitted during an exam situation and also enables teachers to change the pronunciation of any unusual words (prior to the exam).

If further exam access arrangements have been permitted for students (such as an exam scribe), Read&Write Gold contains a spell checker and a homophone checker that will improve accuracy in written answers. Dyslexic

students may also find it helpful to use the screen tinting as a virtual coloured overlay to help them focus on the text.

Kate Blackmore, SENCo at The Priory School in Hitchin explains how Read&Write Gold has increased student independence.

"In 2013 we started using Read&Write Gold as a reader in exam situations. As a result of this we have seen an increased number of students using their access provision of extra time and readers, now that they no longer have to rely on human support. Students often comment that they are pleased to be independent and don't have to draw attention to themselves, especially in exam conditions."

Carole Pounder, Assistant Head Teacher at Heaton Manor School, feels that Read&Write Gold is a very worthy investment because of its mass application.

"We were looking for a resource for students with moderate learning difficulties and dyslexia, who were finding it hard to access lessons and achieve their full potential in exams, following the Read&Write Gold training we received, it became even more valuable as a resource to support students with a wide range of SEN needs."

As well as providing students with the tools they need for exam access arrangements, Read&Write Gold has many other helpful reading, writing and research tools. These can be used in the classroom, especially by students with literacy difficulties (including dyslexia) and those learning English (as a second language). For example, there is a talking dictionary, clever word prediction tool and smart study skills features; so when it comes to exam time, Read&Write Gold is the 'normal way of working'.

To find out more about how Read&Write Gold can support students in the classroom and as a computer reader in exams: email exams@texthelp.com, tel: 028 9442 8105 or visit www.texthelp.com/uk/exams



Book Reviews

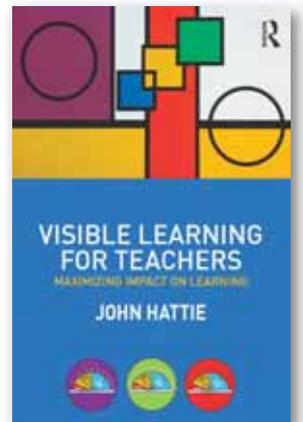
Jan Seabourne, Librarian and Guild Administrator reviews two news e-book titles that are available to Guild Members via the National Dyslexia Resource Centre electronic library

Hattie, John. (2012). Visible Learning for teachers: maximising impact on learning. London: Routledge

The book explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book:

- links the biggest ever research project on teaching strategies to practical classroom implementation
- champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson
- post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement

- includes whole school checklists and advice for school leaders on facilitating visible learning in their institution
- comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management.



Member Benefit

New e-book available in the National Dyslexia Resource Centre

Members can access the e-Book directly by logging in to the NDRC library catalogue at: <https://da.koha-ptfs.eu/>

Gay, Sandie., Richardson, Tina. (2013). Using e-Book and e-Readers for Adult Learning: with a focus on adult literacy. Niace. eISBN 9781862016101 (print, pdf, ePUB, Kindle and Online versions also available)

For anyone engaged in the adult learning sector, this guide takes you through the advantages and features e-books have to offer. It is aimed at both people who have not used such technologies before and those who might have used them at a basic level but who would like to get more of them. It covers what you need to know before investing in e-book technologies as well as how to take advantage of the features that are useful for your learners, the costs, technical and management issues and even case studies within adult learning settings.

At various points in the book, it highlights how specific functions of e-readers and other multi-function devices that can read books can encourage users to gain a pleasure in reading and using the technology to facilitate the development of their literacy skills.

In Chapter 1 there is a section on obtaining e-books in different languages to encourage learners who do not have English as a first language until they feel more comfortable using the technology. There is also advice on free e-journals, e-magazines and e-newspapers and ideas about using them in the classroom is covered in more depth in Chapter 7.

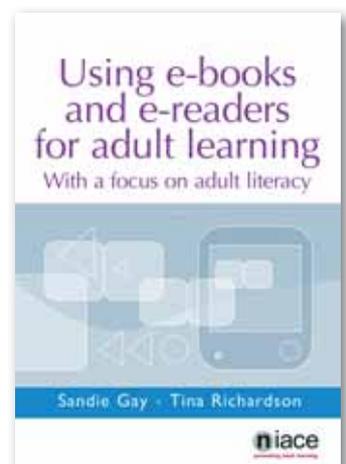
Chapter 2 have a very handy guide to help you compare all the features on the different type of devices such as screen size, page turning, text to speech functions, weight and even battery

life before you make a decision about which device best suits your learners needs.

There is a whole chapter on practical, easy, suggested uses in the literacy classroom. The book also lists some free software that you and your learners can use to create your own e-books and suggest how you might get them published. Chapter 3 on access and accessibility, looks at the functions and features that help enhance reading pleasure to those who have difficulties in reading print.

This is a really well laid out and easy to understand guide. I would highly recommend it to teachers and support staff in all levels of education, not just the adult sector. If you are feeling unsure about new technologies and how you might use them in your everyday teaching and support of literacy skills, this is a must read in this world of ever changing technological advances.

If you would like to access this book but do not yet have your library username and password, email library@dyslexiaaction.org.uk



Solomon, W. et al (2012) *Autism and Understanding: The Waldon Approach to Child Development*. Sage Publications Ltd. ISBN 978-1-4462-0924-0 Rpr £24.99 pbk

Reviewed by Siobhan Smillie, specialist teacher and parent of a child with Asperger's Syndrome, an Autistic Spectrum Condition.

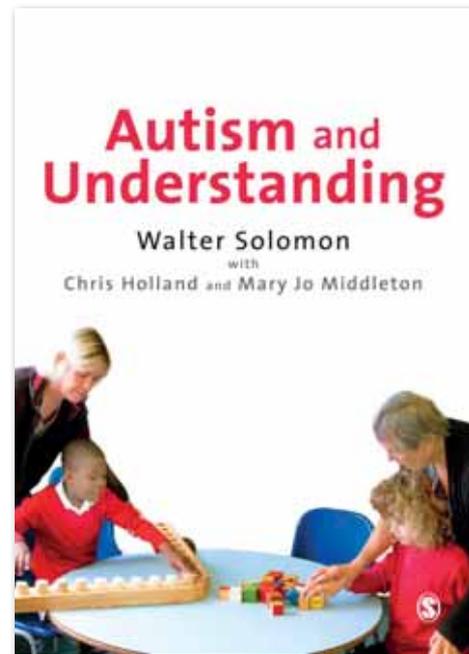
This book consists of a collection of experiences from parents and professionals using the Waldon Approach to child development. Neurologist Geoffrey Waldon developed a theory of typical child development in Manchester in the 1970s and many of these ideas have since been validated by other researchers.

The first four chapters explore the story of Robert, the author's son, from an initial diagnosis of Autism at a few months old, through his educational journey in schools and colleges and travels abroad, to his work and marriage in the present day. The author examines the impact of the Waldon Approach on his son and explains the foundations of these theories – meaning from movement – and how they are used to help children with a wide range of developmental delays learn to learn. Other chapters include a collection of articles and papers (that were never published) written by Waldon himself, a series of interviews with teachers who have integrated the Waldon Approach into their own teaching, and case studies about the impact of the approach on individuals. The book concludes with a chapter about the theory and practice of a specialised orientation of the Waldon Approach called Functional Reading.

So what is the Waldon Approach? Waldon regarded spontaneous, undirected activity as universal to all babies irrespective of their race or culture. He called this learning the acquisition of General Understanding and it is basic to all humans. It is not taught but is acquired internally by children as they play and explore the environment on their own and indeed continues to develop during the whole of a person's lifetime; the business man who goes rock climbing in the holidays is reinforcing his General Understanding, the learning about the world through movement.

General Understanding is the necessary foundation for Particular Understanding. This is the acquisition of particular skills and behaviours taught by adults to children in order to help them fit into the particular culture into which they happen to be born. Waldon believed that the later the rules of Particular Understanding are applied, the more solid the foundations of General Understanding and the more easily children will be able to successfully integrate and manage the rules of their particular culture.

The Waldon lesson begins with an initial assessment. Chronological age is irrelevant; what matters is the developmental age in terms of bodily integration, range and type of movement, continuant behaviour and the learning-how-to-learn tools. The Waldon lesson recreates,



in a concentrated form, the conditions encountered by typical infants as their own motivation takes them through the learning processes and how they apply the learning-how-to-learn tools.

As a teacher used to working within National Curriculum constraints using targets, objectives and praise, I found this method unusual and it was interesting to read the views of other teachers. It was worth persevering with the initial anecdotal chapters but, at times, I was a little frustrated that I did not know what the Waldon method actually was, as this is explained later in the book.

The book is easy to read and is often written as a dialogue between people discussing an experience or teachers and other professionals retelling a case study and the progress those children made. There is an extensive bibliography that has been personally selected by the author and sorted into books on autism, child development, neuroscience and movement. However, I question the author's opinion that autism is not a lifelong condition and that the Waldon Approach can be used at any age in any culture.

This book would be informative for teachers and other professionals who work with autistic children that may be further along on the spectrum, although it may have limited application for the specialist literacy teacher.

Reader Offer

20% off RRP! Enter discount code **UK14RE08** at checkout when ordering on www.sagepub.co.uk Offer valid till 31/10/2014 and cannot be used in conjunction with another promotional offer.

Davies, Rachel (2013). *Dyslexia and Transition: Making the move*. Leicester: NIACE. ISBN: 9781862017122 (print), 9781862017139 9 (pdf), 9781862017146 (ePub), 9781862017153 (online), 9781862017160 (Kindle). £9.95 for print copy.

Reviewed by Jan Seabourne, Guild Administrator and Librarian at Dyslexia Action.

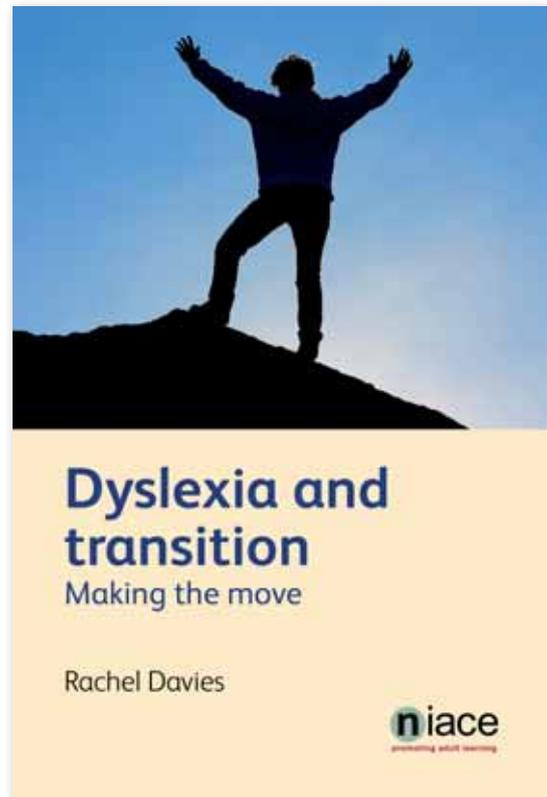
Aimed at those with dyslexia wishing to go on to college, university or undertaking learning at work, this excellent little book is also very useful for parents or partners who need to find out what sort of help and support is available. The book is written in a plain English style on off white paper with a large sans serif font, so is easy on the eye. With 65 well-spaced pages it is slim enough not to put off the most reluctant of readers.

With chapters on specific topics such as Going to College and Learning at Work, it is easy to dip in and out of rather than having to read every chapter. There is also a 'Key Points' box which you can read if you do not want to read the whole chapter.

As a guardian engaged in trying to get a teenager the help he needs at college, I found the whole book very informative. Written by an experienced dyslexia teacher who has supported learners making the transition between types of adult learning, her straight forward approach is easily understood. Chapter 1 asks learners to think about their learning style and I felt this was the only weak point in the book. I found it very difficult to think about my own learning style and I think any teenager might have to work out their styles and strategies with the help of a mentor.

Chapter 2 covers Going to College and explains in very simple language the sort of support you can expect and how and when to tell the college about it. Chapter 3 does the same for University but also explains about Disabled Student Allowance and also has some useful advice about work placements in HE courses. Chapter 4 moves on to Learning at Work and explains Apprenticeships as well as containing strategies to use when undertaking work based training. It also covers the types of support available such as access arrangements; something we sometimes forget applies to the workplace as well as school. Chapter 5 discusses the pros and cons of disclosing your dyslexia to others. Each chapter has discussion points designed to help you think about the key issues and how they apply to you.

Toward the back of the book are checklists for the various subjects such as College, Higher Education and



Apprenticeships. Each has a QR code, a black square of machine readable code that will store the Checklist on your smart phone or tablet or computer. The idea is that they can prompt you to ask the right questions about dyslexia support when you go for an interview. A glossary of useful words plus a list of sources of help and information completes this very useful book.

This fills a gap in the market for up-to-date books on dyslexia that are relevant for learners of 16 years and over. I highly recommend this book if you are a teacher guiding teenagers toward further or higher education, a parent or someone with dyslexia who is thinking of undertaking any sort of adult learning or training. I wish all books were so well designed.

This title is available in the NDRC library, part of your membership benefits.

At the time of going to press, changes have been announced concerning DSAs. See: <http://www.parliament.uk/briefing-papers/SN06913/changes-to-the-disabled-students-allowance-dsa>

MacBlain, Sean. (2014). *How Children Learn*. London: Sage Publications Ltd. ISBN 9781446272176 HBK; 9781446272183 PBK £23.99; 9781473904033 eBook

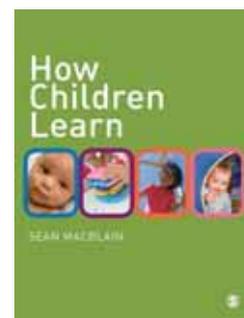
Reviewed by Margaret Barr, CPD Tutor for Dyslexia Action.

According to Sean MacBlain a particular feature of his book, "How Children Learn", is 'the importance given to relating practice and thinking to philosophy and theory', (page 87). For this purpose he has written a comprehensive account of the development of educational theory and its relevance to modern day practice.

MacBlain has written about this wide and complex subject in an accessible way. The text is clear and jargon-free and each chapter is organised so that the reader is actively involved. For example, chapter 2, "Learning Theories in Action", not only has aims, introduction and summary but is also interspersed with case studies, the summing up and analysis of each school of thought and questions, which ask the reader to reflect on their relevant experience.

MacBlain states (page 120) that "despite the continuing debates surrounding the theories of teaching and learning and the effectiveness of varying pedagogies, the central debate in the UK remains dominated by overly simplistic and polarised views underlying binary arguments of teaching and learning as being essentially traditional and teacher led or modern and- child centred." I feel that he has done much in this book to show that

no theory of learning has all the answers and that it is only by looking as objectively as possible at philosophies developed over the years and those that are being put forward today, that everybody involved in education can try to meet children's needs.



This is a timely book as it looks at the complexities of the modern world in which education operates. The author considers the role of the family and education in the pre-school years at a time when, for instance, the balance between play and more formal learning is being debated. He writes sympathetically about specific difficulties like dyslexia and autism and the problems of dealing with them.

I would certainly recommend this book for anybody following PG and CPD courses in education.

Reader Offer

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Dyslexia Action Centre Directory

Dyslexia Action:

<http://www.dyslexiaaction.org.uk/find-us>

Head Office: 0300 303 8357
 Dyslexia Action Shop: Egham 01784 222339
 National Training Office: Egham 01784 222304
 Psychology Services: Sheffield 0114 281 5918

Regional Centres

Bath 0300 303 8355
 Bolton 01204 395500
 Bristol 0300 303 8355
 Cardiff 02920 481122
 Chelmsford 01245 259656
 Coventry 0300 303 8351
 Darlington 01325 283580
 Derby 0300 303 8350
 Egham 0300 303 8358
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Harrogate 01423 522111
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 Leeds 0113 242 9626
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 Lincoln 01522 539267
 Liverpool 0151 228 8056
 London 0207 391 2030
 Newcastle upon Tyne 0191 233 6385
 Nottingham 0300 303 8350
 Sheffield 0114 281 5905
 Stone 0300 303 8351
 Sutton Coldfield 0300 303 8351
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- Dyslexia: Supporting Individuals with Memory Weaknesses
- Structured, Cumulative Multisensory Tuition for Learners with Dyslexia

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Level 4 CPD Award in Understanding and Supporting the Needs of Adults with Dyslexia and Co-occurring Difficulties

**Book Now
for September 2014 to July 2015**

<http://www.dyslexiaaction.org.uk/short-courses-cpd>

POSTGRADUATE PROGRAMME

Postgraduate Certificate and Diploma Programmes in Dyslexia and Literacy

The Dyslexia Action Level 7 Postgraduate programme is delivered as online modular courses with personalised tutor support. This well-respected programme is designed for specialist classroom teachers and support tutors in further and higher education. The course aims to develop skilled practitioners who understand both the theory and practice of teaching and assessment of dyslexic learners, of all ages.

The course is flexible and is undertaken part-time. The Postgraduate Certificate offers teaching and assessment theory pathways over 3 terms. The Postgraduate Diploma course builds on and develops specialist assessor skills and knowledge and leads to an assessment practising certificate also over 3 terms. All modules are accredited by Middlesex University London and provide a progression pathway to a Master's in Professional Practice. Our next course begins: 8th September 2014.

<http://www.dyslexiaaction.org.uk/postgraduate-programme>

Join the Dyslexia Guild

The Dyslexia Guild is our professional association of specialist teachers and assessors and other professionals who are interested in the field of Dyslexia and Co-occurring difficulties. Membership is open to all. Benefits include access to an online library, Dyslexia Review a specialist journal, e-newsletter and discounted attendance at our Annual Conference.

Email: guild@dyslexiaaction.org.uk **Tel:** +44 (0)1784 222342

Visit: www.dyslexiaaction.org.uk/dyslexia-guild

OTHER COURSES

Diagnostic Report Writing

A one day attendance refresher course for practitioners seeking to gain or to renew an Assessment Practising Certificate, courses run three times a year, normally Sept/Oct, April and June.

<http://www.dyslexiaaction.org.uk/diagnostic-report-writing>

Exam Access Arrangements: Courses normally run in October, February and May

This is an updating course to enable teachers qualified in dyslexia and SpLD to comply with JCQ regulations and undertake Examination Access Arrangements. The course is delivered online and runs throughout the year.

<http://www.dyslexiaaction.org.uk/exam-access-arrangements-eea>

FURTHER INFORMATION

Dyslexia Action Training and Professional Development
Dyslexia House, 10 High Street, Egham, Surrey, TW20 9EA

Visit: www.dyslexiaaction.org.uk/training-courses

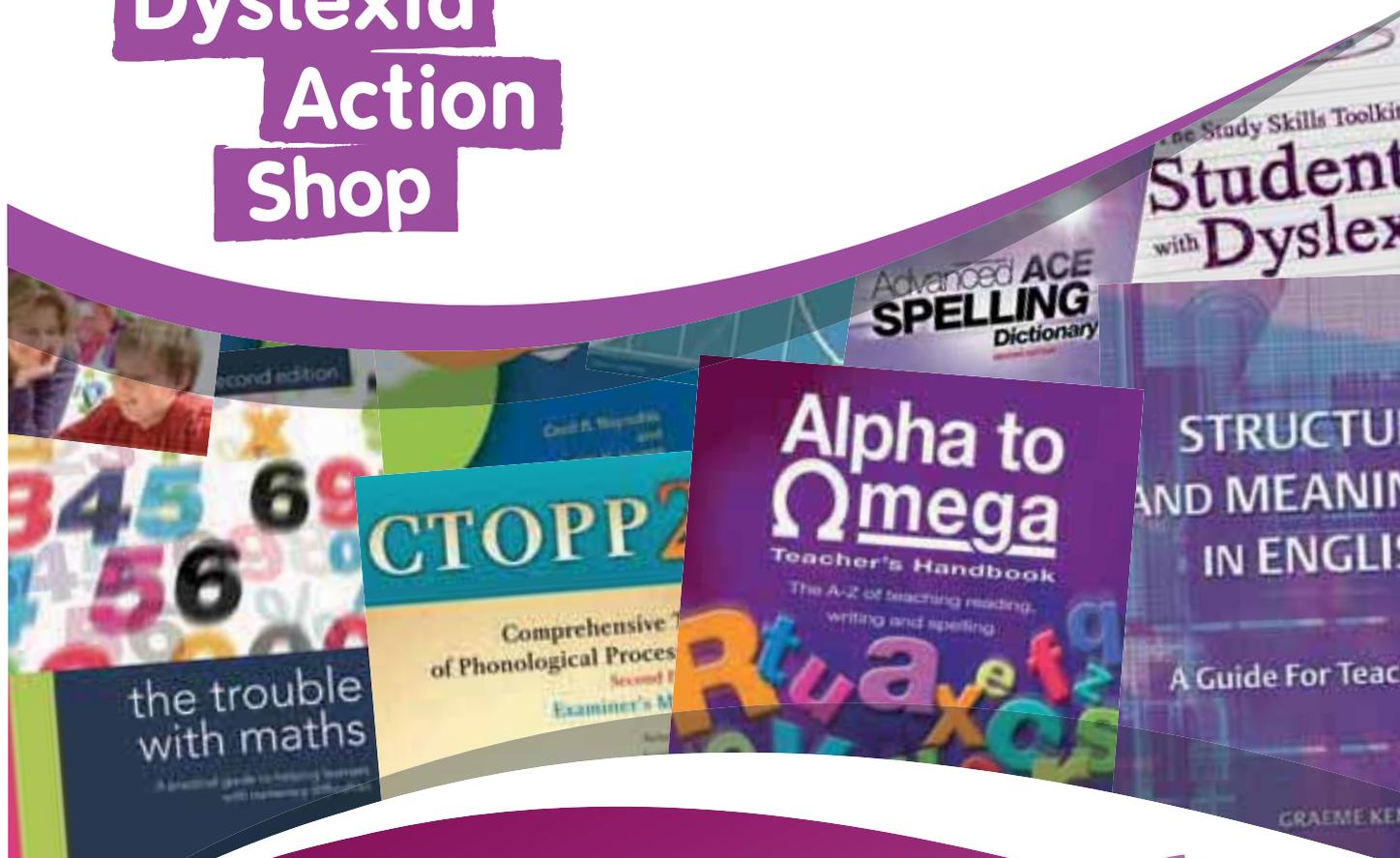
Email: trainingcourses@dyslexiaaction.org.uk **Tel:** +44 (0)1784 222304

Please note our new address (from 27.05.14)

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