



**Dyslexia International – Tools and Technologies ASBL**

*building learning abilities*

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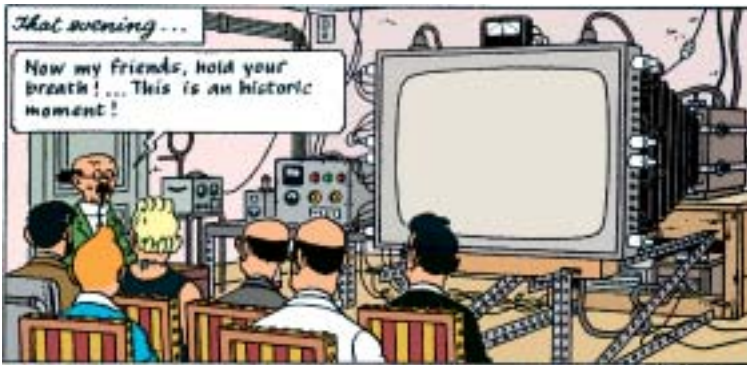
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# Newsletter

No 12 - Summer 2003

## Roadmap to Success project – a new title



An historic moment indeed – and the title that topped the opinion poll was:

### ***The Mystery of the Lost Letters: adventures with Tintin and Snowy on the Road to Success***

The CD will be launched in late autumn and the complementary Web site opened for development with resources, forums, games and quizzes and e-training for development in a five-year plan.

D-I-T-T volunteers and new supporters are warmly invited to join the planning committee!

Please note: The final meeting of the BBC's Focus Group of ten young experts in dyslexia will take place at rue Defacqz on Monday 7 July, 17.00 – 18.30.

Inquiries to D-I-T-T office.

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## Dyslexia – up in lights

*Lucy Wood writes:*

Praise the day Sarah Goldberger, an Altran Consultant, walked past the D·I·T·T office on her way to a meeting with the *dweb ICT team* and caught sight of our logo.

It was around the time of the Altran Foundation's selection process for their prestigious award – Technology, innovation and early childhood. The winner would receive one million Euros to cover managerial and technological expertise for a one-year period.

Consequently D·I·T·T was nominated for the award and, to everyone's great surprise and delight, became one of six finalists out of the seventy projects submitted.

On 19 June a group of D·I·T·T members, both volunteers and board members, made their way to Paris, for the grand presentation at UNESCO. Seated amongst one-thousand four-hundred people, the D·I·T·T members sat anxiously as all the finalists presented their projects to the judging panel.

The six finalist projects were:

- Tracking down food allergies
- Fighting risks of infection
- Identification of chromosome anomalies through blood samples
- Detecting hyperactivity
- Screening the risk of Down's Syndrome
- Overcoming dyslexia

The winner was Dr Pierre-Henri Benhamou from DBV Technologies, France, for the project 'Tracking down food allergies'.



This was a rare occasion for an NGO, and for its members to sip champagne under the Parisian stars at UNESCO. Many thanks go to the D·I·T·T team whose hard work made it all possible – in particular Gabriel Bara, seen here with D·I·T·T Director Judith Sanson and, of course, Tintin.



Altran is a European leader in technology innovation consultancy.

For more information about the Altran Foundation see:

<http://www.fondation-altran.org>

## Teacher training is vital

In the international setting, distance-learning courses are the answer. D-I-T-T invites news and views of any accredited distance-learning courses in any language.

Highly recommended are:

### **The Dyslexia Institute**

- Postgraduate Courses in Dyslexia and Literacy (validated by The University of York)
- Courses for Mainstream Teachers and SENCOs (accreditation applied for from Surrey Open College Network)
- Courses for Teaching Assistants (accredited by Surrey Open College Network)
- Dyslexia Institute Advanced Certificate in Specialist Teaching (from September 2004)

The Dyslexia Institute (DI), the UK's leading provider of services for dyslexic people, has 26 main centres and over a hundred-and-forty smaller teaching units throughout the country. It carries out assessments for children and adults who may be dyslexic, provides tuition and trains specialist teachers, as well as developing teaching materials and conducting research. (Registered Charity No: 268502)

For more information see: [www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

### **The Hornsby International Dyslexia Centre**

Hornsby now offer two distance-learning courses:

- The Hornsby Diploma Course leading to the Hornsby Diploma in Specific Learning Difficulties (Dyslexia) by Distance Learning.
- The new Kingston Post-graduate Diploma in Specific Learning Difficulties (Dyslexia) with the Hornsby Practical Teaching Qualification.

Course Director:

Tilly Mortimore, BA Hons, PGCE, MEd, AMBDA, BPS, PG Certificate in Speech and Language Difficulties. Contact her via: [MortimoreM@cf.ac.uk](mailto:MortimoreM@cf.ac.uk)

For more information see: [www.hornsby.co.uk](http://www.hornsby.co.uk)

### **OCR – Oxford and Cambridge with the Royal Society of Arts**

Formed in 1998 from the University of Cambridge Local Examination Syndicate and RSA, OCR offers an extremely broad range of qualifications, with the integrity, quality and assurances that you would expect from an organisation with such a respected heritage. Over 600 staff work for OCR on sites in Cambridge, Coventry, Birmingham and in six Regional Offices. Add to this the thousands of examiners, verifiers and consultants that mark, assess and write qualifications, and it will be recognised that OCR is one of the major organisations in the country. The OCR Diploma for Teachers of Learners with Specific Learning Difficulties is four terms long and costs about £1200.

**New! Open University course E801: 'Difficulties in Literacy development' to start in October 2003.**

For more information see: [http://www3.open.ac.uk/courses/bin/p12.dll?C02E801\\_education](http://www3.open.ac.uk/courses/bin/p12.dll?C02E801_education)

### Inspiring and informing – Oxford Professor John Stein

John Stein spoke at the D·I·T·T Annual Conference at the European Parliament on reading difficulties and the brain. This lecture can be heard on the D·I·T·T Web site: <http://www.ditt-online.org/Events.htm>. The event was kindly hosted by MEP John Corrie at the European Parliament. See also Professor Stein's Web site: <http://www.physiol.ox.ac.uk/~jfs/>

The lecture was appreciated by expert and lay person alike – here's what one enthusiastic reviewer said: 'I would like to congratulate you for a very interesting and well organised afternoon with Professor Stein. 'How much better I understand my children – and myself! An excellent and enlightening evening – thank you! 'May I repeat my enjoyment for the lecture and the atmosphere around it'.



Top: the packed auditorium; left: the Man himself; and right, Sue Flohr of the British Dyslexia Association enjoys a chat with colleagues from other dyslexia associations

## Language Shock – dyslexia across cultures

■ Cynthia Naifield in Israel congratulated D·I·T·T on the multimedia pack. She is now organising having it translated into Hebrew.

■ Dr Teresa Gill of the Portuguese Basic Education Department wrote – capturing an ideal dissemination scenario:

The pack will be distributed throughout Portugal to

- public and private universities
- public polytechnic higher schools (department of education)
- resource centres
- the Ministry of Education public libraries
- Portuguese language associations
- teacher's association of Portuguese language
- experts dealing with language and dyslexia problems
- organisations that applied for programmes related with Portuguese language and special education
- organisations with specific programmes in the area of multicultural teaching.

■ Thanks to Dr Rosa, Education Director at the Gulbenkian Foundation, copies of the Pack and Guide are to go to the Portuguese community living in Luxembourg. These were duly delivered by D·I·T·T Member, Geoff Cummins.

■ D·I·T·T hopes to have the updated, edited version of the video on the Web site in 2004. This will accompany the e-guides already published in English, French German, Italian, Spanish and Portuguese.

■ There are plans in hand to produce the Italian Pack to coincide with the Italian Presidency of the European Commission this autumn, but funding has yet to be found.



## Profile: Donald Schloss



D-I-T-T honorary Board Member Donald Schloss is founder and Chief Executive of The Adult Dyslexia Organisation (ADO).

Donald has worked to establish an organisation that is motivated by the drive to empower and enable adults with dyslexia. Under his leadership and direction, ADO has now become the national body for adults with dyslexia in the UK, taking on any issue relating to adults and paying particular attention to disadvantaged groups such as the unemployed, ethnic minorities, the homeless and offenders.

Donald sits on a range of national committees and government steering groups. He is able to take a broad and informed view on disability issues and has built up an impressive network of contacts to promote a better

understanding of the needs and abilities of adults with dyslexia. He is involved in training, negotiation, conference planning and is the first point of contact for up-to-date information and advice.

Donald is working on a major programme with the UK Department for Education and Skills (DFES) and the University for Industry – with Ian Smythe – for developing e-learning OCR training in teaching dyslexic students, with emphasis on accessibility.

### **A look at the Adult Dyslexia Organisation (ADO)**

ADO is run by dyslexics for dyslexics. It provides:

- a national helpline manned principally by adults with dyslexia
- a wide-ranging information service including a magazine and Web site
- training and consultancy
- referrals to professionals (tutors, psychologists and trainers etc)
- advice on IT (software and hardware)
- guidance on provision and services for dyslexic adults
- conferences and a range of seminars
- advice and support for establishing adult dyslexic groups.

Through effective lobbying, ADO:

- raised the first debate on Dyslexia in the Workplace in the House of Lords
- wrote definitive guidelines on dyslexia for the Department of Work and Pensions, the National Health Service
- ensured that the Civil Service recognises dyslexia and supports dyslexics through its Equal Opportunities Policy.

A network of self-help groups throughout the UK in the workplace, universities, colleges and local communities, has attracted interest from around the world and has led to ADO groups being set up in Australia, Brussels, Jamaica and Sweden.

Donald Schloss, Chief Executive, Adult Dyslexia Organisation (ADO) may be contacted at:

336 Brixton Rd, London SW9 7AA

Tel: +44-20 7207 3911, mobile +44-797 4 755163

E-mail: [dyslexia.hq@dial.pipex.com](mailto:dyslexia.hq@dial.pipex.com)

## Official welcome to two new D-I-T-T Board Members



### Honorary Member Jacqueline Johnston

Jay started her career as a Principal Teacher of Geography. She went on to forge a successful career within the BBC, from Deputy Head of BBC Education in 1991 to Development Executive for BBC Education in 1996. She now works as a freelance development executive for a range of charities and trusts, developing partnerships and educational resources for adults and young people.



### Minos Van Joolingen

After graduating at Tilburg University (Netherlands) in European and International Law, Minos started a professional career as an attorney-at-law in the Netherlands. Entering the Corporate Law practice group he gained experience in mergers & acquisitions and other corporate matters. In 2002 he switched to the group's European & Competition Law practice in Brussels, focusing on European and Dutch Competition Law.

## What works

### **New! A palm-top from Finland – Imagetalk – recently demonstrated at the D-I-T-T office in Brussels**

Imagetalk is a mobile messaging and calendar service for people who use graphic symbols and pictures as a means of communications. It is intended for people who cannot use or prefer not to use speech-based or text-based communication devices. These users include people with dyslexia and others with communication difficulties in written language. Although expensive to purchase and to run, Imagetalk can create a safe messaging community for the user, his or her family, friends and mentors. It provides a framework for a continuously developing personal vocabulary.

Imagetalk consists of four Java-based applications:

- Icon-based Imagetalk user interface

This can be run on next-generation smartphones with Java-enabled operating system, providing

- a composer for creating messages from the user-specific icon user book
- an inbox for viewing incoming messages

- archives for storing frequently-used messages, such as shopping lists
- a calendar for creating and viewing the daily plan with time-stamped messages.
- Imagetalk assistant
  - a tool set with which users can create profiles, add new message partners, update the user-specific icon book, create user specific icons words and expressions
- Imagetalk profile server
  - for storing the user profiles and enabling a collaborative work space for teachers, parents and therapists.
- Imagetalk message server
  - for bridging the mobile network with the Internet, for e-mail, digital television, etc.

For more information go to: <http://www.imagetalk.fi/englanti/mika.phtml>, or to see the demonstration go to: <http://demo.kuulalaakeri.fi/imagetalk/>

## **E-duo wins world-wide compliments**

*Anne P. Copeland of [www.interchangeinstitute.org](http://www.interchangeinstitute.org) writes from the United States:*

‘Bravo! This is so good, and so useful! I love the format, wherein local agencies can add in their own content, while using your standard, basic information!! The pdf version with Quentin Blake illustrations is fabulous!’

For more information on the *Dyslexia here and there* e-duo creation, designed by Pauline Key-Kairis, go to <http://www.ditt-online.org/Newsletter.htm> and see No.11 – Spring 2003. Both versions can be downloaded from <http://www.ditt-online.org/E-books.htm>

## **Inclusion goes interactive**

The Inclusion site is now well-established in the UK. Many teachers, health professionals, parents and others regularly use its catalogue of resources to develop strategies to support individual learning needs. Information on the site is provided by a wide range of people who produce materials to meet pupils’ individual educational needs.

The catalogue has recently been redesigned and now includes a new browse feature that can show you, for example, software that can support literacy skills in primary pupils with visual impairment, or ways of developing planning skills for dyspraxic learners of any age.

Now the site is going interactive and offering no less than four new ways of finding information, advice and help from experts and colleagues alike.

A new feature of the site is the SEN and Inclusion Advice Area which provides the following forms of support:

- Help from colleagues on special needs issues

Many teachers – whether newly-qualified or experienced – are unsure of where to ask for advice on identifying and meeting the needs of pupils with special educational needs. They may also be too shy to ask for help from their own colleagues. The Inclusion site’s Q&A area is designed to encourage teachers and others to post queries so that colleagues can supply suggestions on how they would address the problem based on their own experience. What’s more, if you’re posting a question – or suggesting an answer – you can remain anonymous if you prefer.

- Help from experts

The new 'Ask the Experts' feature provides the opportunity to question those who have particular expertise in supporting particular needs. 'Ask the experts' will focus on particular themes – dyslexia, for example, or autistic spectrum disorder – and experts in classroom practice from disability organisations and the research field will be available to answer your queries.

- Help online

Becta manages a wide range of online discussion groups that focus on special educational needs and inclusion. The Inclusion site's 'Online Communities' area now features monthly digests of the discussions on the most active forums – particularly useful for busy teachers who don't have the time to log on to different e-mail groups.

- Help on the Web

We know there's plenty of useful information on the Web – but finding it takes time. The 'Websites worth Visiting' feature is intended to save time, by providing annotated lists of useful Web sites to support specific areas of need. If you want to know which sites other practitioners find really useful, this is the area for you. You can also recommend sites that you feel are really useful to your colleagues through the site.

If you have resources that you feel should be included on the site or news items that you want others to know about please contact Terry Waller for further information:

Terry Waller, Education Officer for Inclusion and special educational needs, Becta  
E-mail: [terry.waller@becta.org.uk](mailto:terry.waller@becta.org.uk)

*Becta is the UK Government's lead agency for ICT in education. It supports the UK Government and national organisations in the use and development of ICT in education to raise standards, widen access, improve skills and encourage effective management.*

**Note:** D-I-T-T is now included in the publisher's database at <http://inclusion.ngfl.gov.uk>

## **D-I-T-T highly recommends that you visit Andy and Chris at Hi2u**

An award-winning site centred around ADHD, Aspergers Syndrome, Dyslexia and similar neurological differences along with any other type of hidden impairment.

<http://www.hi2u.org>



### **New study examines how the brain works in reading – offers key to better understanding dyslexia**

*Public release date: 18 May 2003; forwarded by Professor Beheydt member of D·I·T·T Scientific Advisory Committee*

Washington, DC: Using functional magnetic resonance imaging (fMRI) to study brain activity in children, researchers today confirmed part of an eighty-year-old theory on the neurobiological basis of reading disability, and shed new light on brain regions that change as children become accomplished readers. Their findings were reported in the 18 May online publication of the journal *Nature Neuroscience*.

In 1925 Dr Samuel Orton, a clinician and prominent dyslexia researcher, hypothesised that normally developing readers suppress the visual images reported by the right hemisphere of the brain because these images could potentially interfere with input from the left. Advanced technology allowed researchers at Georgetown University Medical Center to discover that children do in fact ‘turn off’ the right side of the visual parts of the brain as they become accomplished readers. This confirms that an aspect of Orton’s theory – born out of observations of individuals with reading disability – is correct.

For the first time, they also were able to demonstrate that different phonological skills relate to activity in different parts of the brain when children read. Phonological skills allow readers to sound out words by correctly associating sounds with written symbols. They are critical for children learning to read and are often found to be impaired in children with developmental dyslexia.

This observation lends support to the theory that there may be several neurobiological profiles that correspond to different subtypes of dyslexia, each associated with varying deficits in one or more of these different phonological skills.

‘Reading is the single most important skill our children learn – it impacts virtually every aspect of a child’s life,’ said Dr Guinevere Eden, associate professor of paediatrics and director of Georgetown University’s Center for the Study of Learning. ‘Despite the extraordinary effort that goes into teaching children to read, very little is known about the neurobiology of reading acquisition in children. This study is important because we need to understand the brain basis of learning in kids who read well in order to understand why some children, like those with dyslexia, don’t.’

Eden and her colleagues: Peter Turkeltaub, Lynn Gareau, and Dr Tom Zeffiro of Georgetown, and Dr Lynn Flowers of Wake Forest University, studied 41 people between the ages of 6 and 22 using fMRI to examine which parts of the brain they use when they see words. Using a method where subjects were asked to locate tall letters within a word – forcing them to read the words implicitly – the researchers correlated brain activity with scores on reading tests to see if more advanced readers had more activity in certain brain areas than less experienced readers, and vice versa. Then they studied brain activity during reading related to scores on tests of phonological skills.

The study also showed that the same locus in the left temporal lobe engaged during reading in younger children is also more active if children are good at phonemic awareness, such as understanding that ‘pop’ without ‘p’ is ‘op.’ These measures are frequently employed for behavioural evaluation of children at risk of developing reading problems, and these new findings provide an anatomical correlation of this ability.

‘Work like this can provide important background information to develop new research-based teaching programmes that can ultimately help all children to become proficient readers and identify those who are need of specific interventions,’ said Peter Turkeltaub, primary author of this study. ‘This is an exciting area

of research in which scientists converge with educators and parents to achieve the common goal of helping children achieve the reading skills they need to succeed in life.’

Dr Eden and her team continue to study the neurobiological basis of reading. In related research, supported by the National Institutes of Health and the International Dyslexia Association – founded in the memory of Samuel Orton – Eden and her colleagues will soon begin the largest national longitudinal study ever undertaken to study childrens’ brains as they develop into readers. A ‘brain bank’ will enable researchers to undertake more comprehensive dyslexia and neurobiological research.

For more information contact: las46@georgetown.edu

## European Schoolnet e-Schola

### **E-Linking teachers and experts**

*Robin Truyen, D-I-T-T member, reports:*

One of the best ways of helping dyslexic students at the moment does not only lie in Professor Stein’s brilliant fish oil.

Apart from all the superb brand-new developments addressing dyslexia, one of the best ways to help dyslexic students is by informing their teachers about what dyslexia actually is.

It is indisputable that teachers, educators and all concerned with the education of dyslexic students should know about dyslexia. Information and recognition is key.

D-I-T-T, together with e-Schola at European Schoolnet, set up a wonderful initiative to gather teachers and educators world-wide and give them the chance to ask questions to a panel of experts: Sue Flohr for the British Dyslexia Association (BDA), Alan Sayles, President of the European Dyslexia Association (EDA), and myself, a teacher of dyslexic students and dyslexic too.

Multiple questions were raised about the brain, social problems and class proceedings at a chat site and a German-speaking forum. A full transcript can be found on <http://www.eun.org./goto.cfm?did=25582>

Chui Hsia, the e-Schola organiser, wrote to say that the chats and forum on dyslexia went very well indeed. We had quite a few questions and great participation from the experts so kindly provided.

### Money in

- D-I-T-T heartily thanks the Belgian Round Table, and Frank Wagener in particular, for their generous donation.

D-I-T-T is grateful to all its members and supporters, especially Israel Winkler and Francoise Koole for their additional kind donations.

- Microsoft

Microsoft will be backing the final arrangements for the production and launch of the CD project, besides a pre-planning study for the complementary Web site development – all greatly appreciated by D-I-T-T who had the pleasure of meeting Marie Taylor of Microsoft Education Europe.

- D-I-T-T has been sending out an appeal, in the *European Year of People with Disabilities*, for donations to develop the self-help learning tool: *The Mystery of the Lost Letters: an adventure with Tintin and Snowy on the Road to Success* in English, French and German.

Supporters will be listed on D-I-T-T's 'Role of Honour'.

A reminder: this project is recognised by the Roi Baudouin Foundation. Gifts of €30 or more, made through the Foundation account number 000-0000004-04, mentioning 'L79549 Dyslexia International – Tools and Technologies – D-I-T-T', are tax-deductible.

### Money out

Sad as it may seem in modern-day Europe, it is still the case that many dyslexic children do not have access to the education to which they are entitled. Buying an education, when all else fails, is humiliating and hard-going.

This explains why D-I-T-T is supporting the Ashford Appeal – see extracts below – responding to just one of many instances reported to the D-I-T-T office. Whatever donation you make, you can be sure your money will go directly to enable a child for whom all current systems fail.

'Each child has the right to an education:

'Children who move between European countries are likely to have their education abruptly interrupted.

'Although the European Charter clearly states that each child has the right to an education, the European educational systems are taking time to make reciprocal arrangements between Member States. In the meantime **your generosity can make a difference** to a child.

'Please help!

'The father of a Flemish-speaking boy assessed with dyslexia was made redundant in Belgium, so the family had to return to the UK. At a special school, this ten-year-old can make progress in overcoming his learning difficulties and acquiring English.

'But making up the total of **€17,421.55** fees, despite efforts from both parents and the school, is proving to be impossible.

'Emergency funding is always a last resort, but this sum must be found for the child to continue'.

**For inquiries about making a donation to the Ashford Appeal, contact: +32-2 733 0390**

## Forthcoming conference

On 2-4 October 2003 the European Dyslexia Association is hosting the first all-European dyslexia conference at the Austrian-Hungarian European school, Budapest, Hungary. Excellent speakers! Do not miss out!

For further information contact: edasecretary@axelero.hu

## Membership of D·I·T·T

*Petra Zollner explains:*

D·I·T·T is a non-profit organisation (ASBL) under Belgian law, and it has two categories of members:

### ■ Membres effectifs

These are, in addition to the original founding members of the association, members whose past commitment and support to D·I·T·T has qualified them to be elected as full members of the association, with the right to:

- vote on issues such as approving the budget, appointing and dismissing the directors, changing the articles of association and other matters and
- vote on accepting new *membres de soutien*
- vote at Annual General Meetings (AGM) or Extraordinary General Meetings (EGM).

In order to be a *membre effectif*, one must be voted in by the existing *membres effectifs* and agree to pay the (small) annual membership fee.

### ■ Membres de soutien

Literally ‘supporting members’, also called ‘friends of D·I·T·T’: this category is open to people who are interested in the association, but who are not involved actively in its projects or business. Friends of D·I·T·T are elected by the *Conseil d’Administration* made up of *membres effectifs*. They pay a small membership fee, and are kept informed about the association’s projects, management and accounts.

At an AGM or EGM, *membres effectifs* have the right to vote *administrateurs effectifs* to a *conseil d’administration* (equivalent to a Board of Directors). This *Conseil* (currently 8 members) is a small body that represents members in the day-to-day running and decision-making processes of the organisation. In turn, the *Conseil d’Administration* may appoint *membres honoraires* (honorary members) of the Board (currently 12 members), who advise on the business of the organisation according to their areas of expertise.

## Teaching – an idealist’s view?

*Tim Rupp, of the SENCO forum, writes:*

I am a qualified teacher but I am not stupid enough to believe that, just because I have a teaching qualification, I am automatically a good teacher.

...As far as my teaching aims are concerned, I am definitely a radical. I believe in the potential of the individual and I aim to create an environment where children learn to love to learn and where discovery is as exciting as the latest computer game.

I want to develop individuality and individual responsibility for learning. I know that the system at the moment does not lend itself to this view, but that is where I want my teaching to head. Until we, as teachers, can recognise that every child is looking at the world in a different way, then we are not really teaching properly. I sometimes think that we are showing them education and not giving the children enough chance to get involved!

There is the wisdom of the foolish  
The gracefulness of the slow  
The subtlety of stupidity  
The advantage of lying low!

*Anon*

*Forwarded by D·I·T·T member Robyn Rulli:*

‘We are continually faced by great opportunities brilliantly disguised as insoluble problems.’ *Lee Iococca*

*Edited by Lucy Wood*