



Dyslexia International – Tools and Technologies ASBL

building learning abilities

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Newsletter

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Dyslexic poet Benjamin Zephaniah

Filmed in London on Thursday, 23 September 2004 – thanks to D-I-T-T sponsor-partners Cable & Wireless



'I want the world to know...

'One of the reasons I got involved with this project is that I want the world to know that dyslexia has nothing to do with intelligence. Some of the best and most creative people I know are dyslexic. I never let dyslexia get in my way, and it shouldn't be allowed to hold anyone back.

'Tintin the intrepid reporter was one of my childhood heroes.

'I cannot think of better ambassador for the cause of dyslexia! It's a dream come true to be working with him.'

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Join Tintin and Snowy on journey of self discovery in *The Mystery of the Lost Letters*: 'innovative,' 'engaging' and 'user friendly – a valuable and novel addition to teachers and all those involved with extending learning opportunities for students with dyslexia and other literacy needs. It will assist learners in understanding the way they learn and how to develop strategies to enable them to realise their full potential' (British Dyslexia Association).

Meet Benjamin Zephaniah in person in the Hall of Fame amongst other dyslexics who talk about how they refused to let their dyslexia hold them back. Young dyslexics who work systematically through the games with their mentor will win their awards – one of them a 10-page print-out on how they learn best.

Congratulations

– to just some of the many D·I·T·T associates proving the point that, as Benjamin Zephaniah says, 'some of the best and most creative people are dyslexic.'

– to Lucy



Lucy, a gifted sports woman writes about being dyslexic:

'I have always wanted to be normal: not brilliant, not bad, but just normal. I think that it is important to remember that as a dyslexic it is alright to be just that. Having had a turbulent schooling and personal life like many teenagers, I managed to go to university and behave like all students. Yes, I did have to work harder than some of my peers, especially when doing assignment research, but I managed to get through and am now just about to start a job working for the English Federation of Disability Sport.'

But what about those special gifts that can only be developed with tenacity, hard work and above all 'getting your act together'?

Looking for job? Here is one head-hunter's – tough? – advice:

'By the time you are twenty, whatever your giftedness, tastes and idiosyncrasies, handling your emotions, knowing how become a good team player and behaving professionally – these are the keys to finding and holding down a job', advised Brussels head-hunter Jean Paul Bissen, who visited the D·I·T·T offices this summer, having been introduced by Nicolas Rougy of the Altran Foundation.

Find your bearings, get into the driver's seat, understand, accept and make sure that by now you can cope with your limitations – whatever they are!

– to Alic and Stephan

on having their special gifts recognised in being selected for art school...



Alic Merlivat

Alic Merlivat has been accepted to study advertising at the CAD école supérieure de Bruxelles.

Stephan's proud and happy mother writes on how Stephan, interviewed in D·I·T·T Newsletter No.13, was selected out of 460 students for a place at the acclaimed Cambre School of Art in Brussels:

'Stephan à été reçu au concours d'entrée à la Cambre. Il a brillamment réussi. Ils étaient 460 à se présenter, 149 ont été acceptés dont plus de la moitié venant de l'étranger. Je suis très fière de mon fils et ceci doit être un encouragement pour tous les dyslexiques. Ne jamais se décourager. La route est peut être plus longue que pour les autres, mais "the outcome" est d'autant plus "glorifiante".'

– to Bettina Hauschild

on setting up her own business and in fact using overcoming the 'side-effects' of dyslexia as a stepping stone to building a new life. She writes:



'There's a peculiar feeling attached to not knowing what's wrong with you, isn't there? Somehow you just know you're different from others. Ultimately, one day, you learn that what makes you different is called dyslexia. If detected early on, by parents or teachers, today there are tools and techniques that can help you overcome the disabilities involved.

'For some of us, however, dyslexia – difficulties with reading, spelling or figures for instance – went unnoticed or did not receive the appropriate attention. There is no problem until we realise that others are better at homework and passing school tests. Are they more intelligent? Am I stupid? If experienced often or deeply enough this fear of failing becomes a deep-seated aspect of our being. We tend to

hide our dyslexia or compensate for it in some, usually self-deprecating way, or another: we use it as a driving force to deny, avoid or resign.

'When I joined the Microsoft-sponsored D·I·T·T course I met a highly successful lawyer who said that his dyslexia had made him more determined to succeed in life. I also met a proficient executive secretary who told us how her mother realised early on that she was dyslexic and actively helped her conquer the difficulties. At school she was encouraged and given the strength to counter problems and to feel totally at ease with herself. Others have not been so fortunate or have found different routes to coping with the personal side-effects of dyslexia.

'Dyslexia is not a disease but a dis-ease affecting how we perceive and process information relating to the reality around us. The outcome of this process is subject to interpretation.

'I used to bear the burdens of poor self-image and self-belief. I desperately wanted to feel good about myself and to compensate for my shortcomings. This quest finally led me to Debbie Ford, and the Ford Institute of Integrative Coaching. I am currently completing the Institute's masters programme. It was the Institute's methods that put me in touch with the negative beliefs and

interpretations I had about myself and the world. Ultimately I discovered how I was creating and repeating the same negative cycle for myself over and over again.

‘What helps me most to overcome my self-doubt and fear is closing my eyes, getting quiet and looking for answers inside of me – not outside. Today I have the most rewarding job – I am an Integrative Life Coach. This work is life-transforming, shifting small and large obstacles, and when we are willing to do that life is a divine celebration.’

See www.inspiration-creation.be

– to Oliver



on his summer exam results:

‘To all you dyslexics, dysparaxics and discalculiacs out there; don’t panic! I was vilified at my first school on account of my learning difficulties and soon left. The headmaster had few good words for me. Now as I look back the man would probably be turning in his grave if he knew what happened to his former “feeble-minded” pupil!

‘But 19 August was a testing day for me, standing in tortured anguish by the fax machine awaiting the fateful news. All sorts of questions flooded my mind: Was I only mediocre at English? ‘Could hours of exam time (not to mention studying) really produce tangible results?

And, of course: Would I get the required grades? At about 10 o’clock it came – the moment of truth!

‘The moment of truth. I ripped the fax out of the machine, gazed at it and it seemed like a miracle. If the fax was to be believed, I had scored 3 As at A-Level! Really? Hmmm... (doubt set in). I phoned the school. Yes, it was actually true! I just couldn’t believe it (I still can’t). I was at once shocked and overjoyed. Perhaps this was the vindication of all my life’s work thus far.

‘The results were achieved with much hard work. Like you will (or are doing now), I worried a lot, bit my nails and thought “Oh my God!” but really, throughout my time at school, I just put my head down and got on with the job. Don’t be intimidated: not by friends, unsympathetic schools or anyone else. The exam room is your way to prove your true worth as the gifted individual you undoubtedly are. Put those who put obstacles in your way to shame! If I can do it then so can you!’

Read more about the experience of being a dyslexic learner in ‘Dyslexia First Hand’ Woehrling, PhD (extract below). Readers of *Language Shock – Dyslexia across cultures*, available at www.ditt-online.org, will be no strangers to the level of success that can be achieved:

‘Dyslexics should be confident that they have something of value to say, even if it does not always conform to linguistic and other lexical conventions, but they should still learn to accept those conventions and, as it were, make their peace with the world.’

and

‘You have to be willing to sacrifice and make efforts to make yourself a success. Whether it was re-reading my job application forms or the final chapter of my thesis, going the extra mile has meant the difference between success and failure for me.’

Celebrations

Carillon Concert

On 1 August Teun Michiels gave a concert on behalf of D·I·T·T in the Grand Place, Brussels, before going on to win a top prize with distinction for the carillon.



Unlimited Potential

D·I·T·T was honoured by the visit of Her Royal Highness Crown Princess Victoria of Sweden, seen here with D·I·T·T Patron Her Royal Highness Princess Margaretha of Liechtenstein at the D·I·T·T UP course centre at 1 rue Defacqz.

D·I·T·T Microsoft Unlimited Potential course serving people with dyslexia

Article based on a report by administrator/dean, Vicki Roberts

The evidence that people with dyslexia are often amongst the most able and gifted learners with a highly creative bent is indisputable. But recognition of this and the will to change teaching methods to allow dyslexic learners the chance of developing their abilities still lags far behind. Research clearly shows that the brain of the dyslexic is 'wired' differently from the brains of the majority and that dyslexic learners do indeed learn differently, especially when dealing with the challenges of reading and spelling, organisation and memory. But systematic induction and in-service teacher training is urgently needed if more lives are not to be wasted.



Frequently training methods for IT are not easily accessible to dyslexics, particularly where large masses of reading are required. Pacing also creates problems. And yet the use of information technology can be truly life-altering for dyslexics, at work and socially, as D·I·T·T witnessed in its Microsoft-partnered UP 8-month pilot courses from January to August.

Starting the last week in January, before Microsoft's excellent course materials were made available, D·I·T·T piloted its own course, developed by Robin Truyen and introduced with D·I·T·T's hardware expert and fellow instructor Christopher James Ian.

D·I·T·T welcomes instructors who are themselves dyslexic and successfully cope with their own dyslexia, and those familiar with teaching dyslexic students, so as to ensure teaching approaches and methodologies and the whole classroom set-up are more likely to meet the specific needs of the target learner.

The D·I·T·T courses introduced Microsoft programs, especially Word, together with other specialised programs to cope with the challenges of dyslexia, and particularly to write better structured, more correct texts.

D·I·T·T's small lab and its understanding instructors created an atmosphere where groups of students who often found regular school-like courses deeply traumatic could relax and be open to learning. Student feedback was positive – especially on the non-school teaching style, mutual support and self-confidence gained with the computer and the programs. Students appreciated the opportunity to share difficulties and pass on tips to each other – an important educational dimension.

The variety of ages and backgrounds necessarily dictated variety in the specific content learned, but all practised and were given the opportunity to improve their ability to search for information on the Internet and structure it into written texts using Word, with the help of TextHelp Read & Write Gold 7 speech engines where necessary. Additional support for structure was provided by Inspiration software. Checking spelling, a particularly noticeable challenge for people with dyslexia, is made much easier with a phonetic spell checker that reads the words aloud. New awareness of the tools that are available to help them meant that students were enabled to increase their level of IT skills and confidence.

Some left the course better able to use the computer tools they need for jobs they already have. Some will continue with their education better able to reach their goals without making the superhuman effort they have needed to make in the past.

D·I·T·T hopes to formulate a module this year based on further IT courses that will include training the trainers, initially in English and French but scaling up to include other languages.



Welcome Marianne!



The Chair of D·I·T·T Scientific Advisory Committee, Professor Emeritus Dirk Bakker, welcomed Marianne Klees as a new member of the D·I·T·T Scientific Advisory Committee on behalf of D·I·T·T, saying: ' I know of your important work in and your dedication to the field of our common interest: learning to read and developmental dyslexia.'

Marianne writes:

Born in 1933 in Belgium, I received my Masters in Clinical and Child Psychology at the Free University of Brussels in 1956, before graduating as a speech therapist in 1958. I was fortunate to have had the opportunity of spending my entire career of 43 years in a university children's hospital *Hôpital Universitaire des Enfants Reine Fabiola- Université libre de Bruxelles* in a team with doctors of medicine and with specialists in different disciplines: psychologists, speech therapists, social workers and teachers & nurses at the school – a rich resource-base for research.

My clinical work and research began just after I left university and was based on longitudinal studies on groups of children under surveillance and control groups. But the challenge of providing remedial teaching to a seven-year-old dyslexic boy proved to be the turning point.

From that moment on, I have worked ceaselessly on studying the acquisition and development of oral and written language, from the origins of man through to modern times, focusing with my colleagues on cognitive and motivational factors associated with learning disabilities (LD), the field of figurative and operative intelligence, and memory – which enables all of us to learn from experience.

As some of the characteristics shown by children with learning difficulties are evident throughout the world in all alphabetic languages with approximately the same regularity, I formed the hypothesis that the root causes must be found between around four and seven years of age. Only later will these manifest themselves in academic difficulties like dyslexia and dyscalculia. It could be seen that this was the case even if the child was of normal intelligence, with normal figure-ground visual and auditory perception, for example, but could be associated with clumsiness and involuntary fine movements of the muscles of the face and hands. Together these constitute what is called in French 'instrumental impairment', which is, in certain conditions, linked to dyslexia. For children suffering from such impairment we created special experimental classes in 1968, which became recognised by law in 1970.

The last ten years of my career were devoted solely to severely dysphasic children who had special needs in terms of reading methodology. We created special language classes integrated into one of the categories of special education provision in Belgium.

I have always thought that parents' and teachers' perceptions and understanding were valuable in promoting on-going studies of parent-child and teacher-child interaction. Over the years I have taught courses on atypical social and cognitive development, theory and research methods in LD, and literary development. I have organised numerous training sessions. Together with the multidisciplinary teams involved, we have explored the validity of the early identification factors, the criteria for LD, and educational methods of managing them in children at risk.

As author or co-author I have written various publications – some of which were edited by the Belgian Ministry of Education and distributed freely to all primary schools in Francophone Belgium. These texts always focused on the neuropsychological profiles of children with LD. Invited to give presentations on this topic nationally and internationally, my interchanges with foreign researchers have been not only beneficial but a pleasure.

In retirement since 1998, I have been invited to become an adviser to the Belgian *Conseil Supérieur de l'enseignement spécial* and to serve as a senior and experienced member of its committee on education of children with special needs.

I have also been engaged since 1995 as a supervisor in the same field in the Lebanon where, together with a mother of a child with learning difficulties, we opened a centre for children with special needs in French and Arabic in Beirut. Here training sessions have been run for Lebanese teachers from private and public schools with the help of the Lebanese Ministry of Education.

My other interests include reading, mainly in philosophy and the history of writing world-wide, listening to classical music and being outdoors.

I am the mother of three children and grandmother of five. My husband is a hyperactive engineer, now 71, CEO and chairman of numerous industrial enterprises and academic societies. He is fascinated by communications and social life. He has brought me abundant sources of interest to share.

Here Marianne writes an introduction to Bevé Hornsby's Overcoming Dyslexia – now translated into French, extracts from which appear on the new Tintin CD.

Preface

Que voici une traduction bienvenue!

Dr Bevé Hornsby maîtrise excellemment les attitudes et les techniques de rééducation de la dyslexie ; de plus, ce qui ne va pas de soi, elle possède le talent de les communiquer et de les transmettre avec compétence à ceux qui veulent, comme elle, aider au mieux les enfants dyslexiques.

Avec professionnalisme, elle parvient à rendre simple tout ce que sa très longue expérience lui a appris en travaillant avec ces enfants ; en fait, à leur enseigner à lire et à écrire « autrement » que de manière très standard, d'une manière adaptée, dans un certain sens « sur mesure ».

Les notions explicitées dans *Overcome dyslexia – A straightforward guide for families and teachers* viennent très utilement compléter ce que, en langue française, nous possédions déjà dans ce domaine à la suite des travaux et des publications de S. Borel-Maisonny, de C. Chassagny et de E. Charmeux.

Mais l'ouvrage du Dr Bevé Hornsby possède de plus cette particularité que, à lui seul il expose les éléments de base pour le débutant profane qui n'aurait pas eu accès, ou qui n'aurait pas encore intégré par manque de pratique, ces théories de l'école française.

Grâce à cela des erreurs pédagogiques peuvent être évitées dans l'abord de ces enfants particuliers qui demandent que l'on réponde à leurs besoins éducatifs spécifiques de manière particulière.

J'ai eu le privilège de rencontrer Dr Bevé Hornsby, cette dame enthousiaste et espiègle, aux yeux rieurs ; elle adore encore toujours à son âge avancé jouer avec les mots, avec les lettres, avec les enfants, avec le monde.

Sans du tout se prendre au sérieux devant la tâche tellement sérieuse d'apprendre à lire, elle parvient à ce que ceci apporte profit et plaisir aux enfants et à leurs éducateurs, même dans les cas de difficultés rétives et persistantes. Elle sait que ce n'est pas répéter, et encore répéter toujours de la même manière qu'il convient de faire en cas de panne ; elle nous montre comment contourner les troubles instrumentaux, qui diffèrent si souvent dans la dyslexie, pour parvenir à décoder et comprendre.

Je suis heureuse que nous disposions actuellement de cet outil de travail pour ceux d'entre nous qui ne peuvent en prendre connaissance dans le texte anglais original, ou qui n'arrivent pas à transférer en français linguistiquement, les nombreux exemples proposés.

Je pronostique un grand succès à ce manuel très pratique et bien étayé par une réflexion de terrain de longue durée. Notons, par ailleurs, que ce manuel a déjà été traduit dans plusieurs autres langues, en arabe notamment.

Après une première initiation au moyen de ce guide, il est possible, au praticien, à l'enseignant, au parent, de poursuivre sa formation par des approfondissements plus détaillés, dont on peut bénéficier à distance, par correspondance le cas échéant. Tous les renseignements à ce sujet figurent dans l'ouvrage.

**New Honorary
Board Member,
Peter Horemans**



Peter Horemans is a trilingual Belgian with a public relations training and a degree in marketing. No one could have predicted that he would end up at Moulinsart as he did by way of Tibet. But it was there that he made the acquaintance of Fanny Rodwell, Hergé's universal legatee, and eventually became Assistant Director at the Hergé Foundation, responsible for Tintin exhibitions and the administration of reproduction rights. Under the directorship of Peter Horemans Moulinsart, the Belgian company that administers the rights and licences for the works of Hergé, expanded to include a complete range of children's clothing, books, figurines, watches, toys and more. The association with D·I·T·T was set up in March 2001.

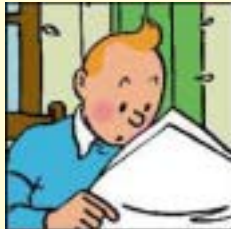
With Tintin as champion, D·I·T·T is out in the public arena redressing 'one of the most devastating aspects of the dyslexia debate – the ignorance that still pervades the public – even after over a hundred years of work into dyslexia' (Gordon Shaw: dyslexia@jiscmail.ac.uk)

Peter is now the newly appointed President of UCCE (United Coin Collectors of Europe), the company that produces collectors' sets of Euro coins, working in Helsinki. It was when the Tintin Euro coins were issued that Horemans met Eetu Hyppönen the founder of UCCE. Eetu Hyppönen is now only eighteen years old and living proof that youthful enthusiasm and good business are a perfect combination.

What Works

Find out for yourself!

D·I·T·T invites you to take part in the new Web site now on-line in English and German.



Reading



Writing



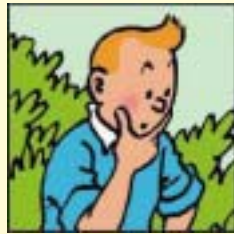
Language



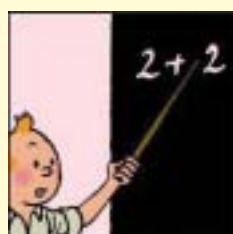
Spelling



Keyboard



Memory



Maths



Organisation

Visit the newly-opened 'Success Self-service' Web site: www.ToSuccess.org to find tools recommended by the Winners' Team and send in your ideas – learners and mentors alike!

D·I·T·T has invited ministries of education IT departments to translate the Web site into their own national language using the same format.

Learning styles?

What do you think of this well-organised site: www.vark-learn.com ?

Authenticity? Who decides What Works?

Dirk Bakker, Chair of the D·I·T·T Scientific Advisory Committee, writes on who is to say what works, and on what authority:

Science usually proceeds by investigating hypotheses. A hypothesis may have been formulated and defended by somebody else, or be brand new. In the latter case the task of the scientist is a heavy one. First one has to make clear how the hypothesis relates to the phenomenon being investigated – in the present case to dyslexia. The task is even more difficult if the claim is not only said to hold for dyslexia but also for seemingly unrelated phenomena, such as diabetes. When this issue is settled one has to design appropriate

research. One of the crucial elements in that research is control. Research on treatments without control groups (including no treatment) has no value and will not be accepted for publication.

Now, if somebody proposes a brand new treatment for dyslexia, how wonderful! But the person has to realise that there is an awful lot to do before the community is eager to adopt the new treatment (one might hope so at least).

We all look forward to published research reports on any proposed new treatment. At that time there will be enough investigators eager to contribute to the new, hopefully promising approach.

Training? Yes please!

D·I·T·T Honorary Board Member Dr Ian Smythe writes:

The Welsh Dyslexia Project (WDP) is delighted to announce that it is about to launch two free on-line and CD-based courses for parents and teachers, entitled 'Helping your dyslexic child at home' and 'Helping the dyslexic child in your classroom'.

Feedback is needed for evaluation of these EU funded courses that will be available in English, Welsh, Swedish, Hungarian and Romanian. If you are interested in participating or would like to know more, please send an e-mail to ian.smythe@ukonline.co.uk including details of which course (for parents or teachers) is of interest to you.

The course has been written by an international group of well-known experts working in the field of dyslexia, including: E.A. Draffa, Neil Mackay, Elizabeth Henderson, Dr Gavin Reid, Dr Amanda Kirby, Prof. Linda Siegel, Jane Kirk, and Dr Ian Smythe.

We would like to encourage non-dyslexic as well as dyslexic participants. Please note that all participants will be assigned a tutor for support. There are no qualifications required for entrance to either course. Completion of some of the tasks may be difficult if the learner does not have access to one or more dyslexic children. However it would still be possible to complete most of the course and help us with the evaluation.

Money Matters

D·I·T·T thanks

- Hugh Terlinden and his brother and sister-in-law for their generous donations from wedding gifts.
- Robin Charleston for a second computer.
- Lucy Wood (see 'Congratulations') for being sponsored in the Great North Run and donating the proceeds to D·I·T·T.
'Well I just wanted to let you know that I managed to do the 13 miles Great North Run in 1 hour 43 minutes!!! Which I was very happy about considering I entered so late and only had time to go on three training runs.'

■ Mrs Brander, wife of the Belgian Ambassador to Japan, for organising a concert and fund-raising event in Tokyo, and all who gave so generously, with special mention of Mr Yamamoto of Brussels Export and, of course, Mr Christian Plouvier for the concert he gave on our behalf.

■ Sales of the CD-ROM with linked Web site: Thanks are due to the many professionals who gave their time to getting the Web site up and running, to the energetic new Transactions Committee, and to Gudrun Dziallas for awakening a keen interest in Germany. A report follows in the D·I·T·T Winter Newsletter. The CD will be exhibited in Montreal and Nice this November, and once again at the British Education Technology Exhibition (BETTs) in London in January 2005. D·I·T·T has been invited by the European Council of International Schools to give two presentations in Nice.

We invite all D·I·T·T friends and supporters to play an active role in getting out the e-mail advertisement for widest possible circulation amongst dyslexic and non-dyslexic sectors alike – for awareness, assessment and assistance. If you do not have a copy, request one from admin@ditt-online.org.

Special thanks

■ to Joe Franses, Community Investment Manager, Cable & Wireless, for organising the recent Ben Zephaniah photo-shoot. 'Cable & Wireless is delighted to support the work of D·I·T·T and the development of *The Mystery of the Lost Letters*. As one of the world's leading telecommunications companies, Cable & Wireless is committed to facilitating the positive use of information and communications technologies (ICT). *The Mystery of the Lost Letters* is an important e-learning resource and demonstrates how ICT can make a real difference in helping young dyslexic learners to succeed.'

Funding to develop the pilot UP courses

D·I·T·T is to re-apply for Microsoft funding for developing – scaling-up and sustaining – the current pilot courses, not only locally but also in Africa and the Middle East.

Announcements

D·I·T·T illustrated Annual Report

The illustrated D·I·T·T *Annual Report 2003* is now available on the Web site: <http://www.ditt-online.org/About.htm>. The report is in PDF format and you will need the Adobe Acrobat Reader to open the file; if you don't have this (free) small program you can download it from here: <http://www.adobe.com/products/acrobat/readstep2.html>

Southern Africa Forum against Dyslexia (SAFAD)

SAFAD is a non-profit-making organisation that focuses on the learning problems of children with dyslexia – a brave initiative that still has high hopes despite setbacks. SAFAD wrote to D·I·T·T in April; here are some extracts from their letter:

'The idea of setting up SAFAD was initially conceived by a group of University of Zambia Special Education students. The idea gained ground during a research project on "the prevalence of dyslexia in school-going children in Lusaka, Zambia".'

'The organisation consists of professionals, technocrats, academics, social workers, psychologists, specialist teachers, politicians and other who support its mission.'

'SAFAD seeks:

- to initiate the designing, preparation, implementation, monitoring and evaluation of programmes for dyslexic and deprived children.
- to participate in the designing, implementation and analysis of relevant, formative research in order to improve understanding and response to the problems of dyslexia and deprivation in the country.

'Our co-operating partners are largely government ministries and international agencies (responsible for education in their respective countries), embassies, social institutions and non-governmental organisations such as churches, social welfare societies, private schools, and other charitable organisations both within Southern Africa and beyond. We are also heavily indebted to individuals who make valuable contributions to the operations of SAFAD.'

D·I·T·T heard from SAFAD in July:

'Despite the difficulties of keeping going ... I am glad of one thing. Everyone is in agreement that what we started was something noble and hence the dream should never be allowed to die. I am in constant touch with all the members of my Executive Committee.

'We are a bunch of 'die-hards'. I, for one, resigned from my regular teaching post in 2001 so that I could complete my book (I am writing a book on design and technology for schools) and organise SAFAD. You can be assured SAFAD will continue and one day it will grow into an international organisation as its name suggests. So please keep in touch and share with us those beautiful ideas whenever you have the chance to do so. There is an old adage that keeps us going. It says "it is darkest towards dawn".

'Oh! By the way, Joe will do just fine. Mubanga Joseph Mubanga is too long and its prolonged use can only do one thing – send you to the speech therapist!'

A book and Web site

The International Book of Dyslexia – A cross-language comparison and practice guide

Edited by Ian Smythe, John Everatt and Robin Salter

Part 1: Languages – a printed book

'Keeping in step with the desire for a global perspective, Ian Smythe, John Everatt and Robin Salter have compiled and edited a series of articles on dyslexia in 18 languages.

'Eight pages of references accompany the opening chapter "Dyslexia – A Cross-linguistic framework", affirming a broad consultative research base. One conclusion the editors reach is that "literacy in different languages may require different processes for its successful acquisition." The articles are set to appeal to analysts of linguistics.'

Part 2: Countries – an electronic 'practice guide' available at www.wileyurope.com/go/dyslexia

'Here the globe trotting researcher will be able to harvest a wealth of ideas on remediation and methodologies from the practitioners themselves, from an eclectic and often more impressionistic and subjective source.'

(Extracts taken from a review by Judith Sanson, Executive Director of D·I·T·T, for the British Dyslexia Association, May 2004)

A Concert

D·I·T·T invites you to support by attending an exceptional St. Valentine Day's programme of light-hearted music and fun on the theme of love, now being planned to take place on 14 February 2005 in the Gothic Hall of Brussels' Town Hall in the Grand Place:

'Hearts, Flowers and All That Jazz', featuring jazz flautist Jeremy Chapman and other brilliant young artists. Tickets €50 – including a glass of champagne.

Here is the ideal Christmas present. Book now!

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Reflections

After years of put-down and persistent lack of understanding handling emotional damage can be tough on young adult dyslexics

Max Ehrmann's *Desiderata*, written in 1927, provide a beacon:

GO PLACIDLY amid the noise and haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story. Avoid loud and aggressive persons, they are vexations to the spirit. If you compare yourself with others, you may become vain and bitter; for there will always be greater and lesser persons than yourself.

Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism.

Be yourself. Especially, do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment it is as perennial as the grass.

Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue & loneliness.

Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe, no less than the trees and the stars; you have a right to be here.

And whether or not it is clear to you, no doubt the universe is unfolding as it should.

Therefore be at peace with God, whatever you conceive Him to be, and whatever your labours and aspirations, in the noisy confusion of life keep peace with your soul.

With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

Edited by Alic Merlivat