



## **Dyslexia International – Tools and Technologies ASBL**

*building learning abilities*

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Patron: Her Royal Highness Princess Margaretha of Liechtenstein

# Newsletter

No 3 · Spring 2001

## **D-I-T-T welcomes as Patron Her Royal Highness, Princess Margaretha of Liechtenstein**



‘Although each of us may understand and experience dyslexia in different ways, nevertheless we all have the desire to deepen our knowledge on the subject. We want to be able, be it as parents, as teachers, or as dyslexic learners, to better understand what dyslexia is all about, and so help those who have to live with the problems that arise from being dyslexic.’

## **Contents**

### **Projects 2**

- D-I-T-T Marcelle Napier Research Award 2
- Distribution of the Multimedia Pack 2
- CD-rom 3

### **What happened to the video stars? 3**

### **A Tribute to Quentin Blake 4**

### **Profiles – Members of the Scientific Advisory Committee 5**

### **Dyslexia – the inside story 6**

### **What works 9**

### **The European Parliament moves on disabilities 11**

### **The European Commission 12**

### **What is Eurydice? 12**

### **Money Matters 13**

### **Announcements 13**

### **Reflections 14**

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D-I-T-T volunteers work with leading experts, creating and promoting tools that enable dyslexic learners to succeed in a competitive world

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### **D·I·T·T Marcelle Napier Research Award**

Marcelle Napier worked for the BBC and later with the United Nations in New York and Vienna. She was a pioneer of women's rights and an outstanding personality known for her open-minded disposition, warmth and sense of humour. Marcelle's courage and wisdom led her to question convention and encourage new thinking based on best scientific research. She died in London in 1990.

D·I·T·T is pleased to offer the Marcelle Napier Research Award to encourage research into the development of tools and technologies for dyslexic learners. It is planned to offer the award biennially with a different theme. The award is open to researchers in education and psychology or related areas for new or ongoing research or for pilot studies.

For our first award in 2001, the European Year of Languages, D·I·T·T's focus is research into testing for dyslexia in a multilingual environment. The results of this research are to be incorporated into our wider ongoing project of developing a support Web site and CD-rom.

Applications from the Universities of Mons, Leuven, Reading and the Université Libre de Bruxelles were short-listed. The Scientific Advisory Committee will make its decision by the end of April. The Award will be presented on May 7, on the occasion of the D·I·T·T Annual General Meeting.

### **Distribution of the Multimedia Pack**

We now receive individual requests for the Pack from across EU Member States and beyond. New initiatives with the French are in hand now that dyslexia is officially recognised, as recent articles in *Le Monde* and *Le Figaro* report. In May, Judith Sanson will be visiting Germany to promote the Pack there. Raymond and Regine Delsaut devoted time and care in March to carry out stock-taking, carefully updating and relabelling. Until we have a paid administrator, we should not underestimate the work – all voluntary – involved in:

**Publicity** – the Pack has recently been publicised through a short eight-and-a-half-minute video in English (distributed to 800 TV networks) featuring our Patron at the Reception held in her honour, with visiting speakers from Schoolnet and the Association for Teacher Education in Europe, on 6 February. Versions of the video in German and French are in preparation.

**Handling orders** – from the Web site and by post

**Maintaining the Web site** – ensuring local contacts are advertised and updated press releases and Web site references and bookmarks are included

**Developing new language versions** – co-operating with dyslexia experts in local universities for language/cultural specific input, for example in the case of the latest translation into Portuguese where experts at Lisbon and Porto Universities have added an article.

**Ordering folders, labelling packaging and posting** – currently this is done on a one-by-one basis for those who request the full version (video and Guide) in French, German or English. We have other EU

Member State languages translated and await funding for full production or, at the very least, the printing of the Guide. We have outstanding orders for the Guide in Portuguese.

### CD-rom

The working title for the D·I·T·T CD-rom is *Roadmap to Success*. A development of this: *Going places – Roadmap to success* has been suggested. If you have any ideas for a better title for the CD, please send them to the D·I·T·T office or e-mail them to us.

Local schools and all concerned are being invited to send teachers to share ideas on this important project, now at the consultation and planning stage.

Four workshops will be held on Monday 7 May, from 10.00 – 12.00, when educational psychologists, teachers and parents will be working together on specific content for the CD-rom:

- Dyslexia and pre-school education
- Dyslexia and primary education
- Dyslexia and secondary education
- Dyslexia and further/higher education and employment

D·I·T·T is delighted that dyslexia teacher trainers and leading educational psychologists have already signed up. The working languages will be English and French – but we shall have the services of a volunteer professional interpreter to help out.

## What happened to the video stars?



In the first of our updates on the lives of the children who featured in the *Language Shock* video, we have a report from Christos on his life today. He speaks of how his morale and hopes for the future are raised in a school where the curriculum is better adapted to his needs:

J'ai 12 ans aujourd'hui. Je suis inscrit en 1<sup>ère</sup> de l'école DECROLY à Uccle, Bruxelles. Ça me change de l'école européenne parce que c'est plus petit et je m'y sens mieux.

A DECROLY, tous les cours sont axés autour de l'environnement naturel et cette année le sujet sur lequel nous travaillons est l'alimentation. Tous nos cours sont axés là dessus, aussi bien le français que les mathématiques, sciences, etc... La méthode visuelle m'aide beaucoup dans ma dyslexie. Comme ils sont très compréhensifs avec les fautes d'orthographe, je suis moins stressé quand on fait une dictée. J'ai encore beaucoup de chemin à parcourir mais comme je me rends compte des progrès que je fais, je suis plein d'espoir et de courage pour la suite.

## A Tribute to Quentin Blake

Since 1994, when founder member of European Children in Crisis (ECIC), Judith Sanson, first wrote to Quentin Blake, our publications and now the D·I·T·T Web site ([www.ditt-online.org](http://www.ditt-online.org)) have been brought to life by the illustrations of a leading artist.

What wonderful good fortune and what a great honour! Thank you, Mr Blake, for responding so generously in our efforts to help young people with learning disabilities in the international setting with ten made-to-measure illustrations that captured perfectly the mood of the moment: the lost feelings of the family on the move looking up information, the bewilderment of the culture-shocked children or – for the front cover of the Guide for *Language Shock – Dyslexia across cultures* – the joy and relief of all of us finally putting together a tool that could be used to explain and help learners, teachers and their families.

It is no doubt our association with Mr Blake that enabled D·I·T·T's entrée to the Hergé Foundation with whom D·I·T·T will be working on their new CD-rom: *Going Places – Roadmap to Success*.

Not to be missed is the Quentin Blake *Tell Me A Picture* Exhibition at the National Gallery, Trafalgar Square, London. You may meet Mr Blake, Children's Laureate, on the video show alongside an A – Z display of pictures linked by a captivating and endearing series of wall illustrations, the Quentin Blake people we know and love so well.

# Tell Me A Picture

an exhibition selected by Quentin Blake



## Profiles – Members of the Scientific Advisory Committee



Professor Constantinos Porpodas, Dip.Ed., M.Ed(Psychology), Ph.D Psychology (Dundee), is Chair of the D-I-T-T Scientific Advisory Committee. He specialises in cognitive psychology, psychology of reading, spelling, memory and dyslexia. He works at the University of Patras, Department of Education, Laboratory of Psychology, Research and Diagnostic Unit of Dyslexia, Reading and Spelling, 26500 Patras, Greece, of which he is founder and Director. As a member of the recent European Commission funded COST project, he retains an interest in the pan-European research generated by *Language as a barrier to human development*.

*(Photograph taken from BBC video clip, 1999)*



Dirk J. Bakker, PhD, (born 1935), Professor- Emeritus of Child Neuropsychology, Vrije Universiteit (Free University), Amsterdam, the Netherlands.

Former Director, Paedologisch Instituut (Pedological Institute), Department of Child Neuropsychological Research, Amsterdam-Duivendrecht.

Former Director, European Graduate School of Child Neuropsychology, Amsterdam-Duivendrecht.

Former President, International Neuropsychological Society (INS).

Former President, International Academy for Research in Learning Disabilities (IARLD).

Fellow, American Psychological Association (APA).

Research: the process of learning to read; aetiology, classification & treatment of developmental dyslexia; teaching the brain.



Ludo Beheydt is a full time professor at the Université catholique de Louvain where he is in charge of Dutch linguistics and psycholinguistics. He has a PhD in psycho- and sociolinguistics on the input language of mothers ('motherese') to infants between 18 and 24 months in different social classes. He has published about child language, first and foreign language acquisition and early bilingualism. He has published a methodological manual for child language research (Kindertaalonderzoek. Een methodologisch handboek) and several articles on vocabulary acquisition.

*All our Scientific Advisory Committee have published extensively. Listings available through the D-I-T-T office.*

## Dyslexia – the inside story

From Paulina E. van Rijn:

### Dyslexia what is that?

For a person who has word blindness and doesn't know left from right, this is an impossible word!

I can't even spell it, and even saying the word can be difficult for us!! (The ones that are Dyslexic). Who invented that ridiculous word, an *observer* I presume?

For those who don't have the problem they can only 'empathy' but not know or even understand, what it is like.

Thank God for the computer, or I would not have been able to write this! (this is not an ad!).

Every word is an obstacle: an i or an e, should I put one l or two? Roman numbers are total nightmares: V with a I in front or after looks the same to us – 4 or 6, whatever! Remembering my house number is impossible when I am tired, I can see it in my mind, but can't get the order of the numbers right. It doesn't mean anything to me.

German fonts or any 'artistic' writing hurts our eyes and the text loses its meaning.

A text that is not 'adjusted' is difficult to read (like the first paragraph).

We do not understand words and their meaning, unless someone shows it physically.

Go to the left could be left, right, up or down. But if you point to the left at the same time and explain that it is the 'red' side of your body: like an aeroplane and the right is green; then we are talking!

We can not remember a text unless we have fluently read all the important things and read it aloud with a tape recorder to read it again.

I also panic when it isn't light enough, as the words look different.

I could tell you exactly what page and on what place to a cm the text is I should know, but what it means or says... So exams at school were hell.

Dyslexic people are intelligent and usually artistic because we see things in colour and size. We get so tired of having to work three times harder than anyone else, because the outside world says we are lazy, have no desire to work, are stupid....

Yes, when confronted by a text to learn (history, geography etc.) we just are faced with this wall in between it and us. Total panic and total 'I can't do this'.

What to do is: Be in a room that is in order, with lots of light and clean air. Put on some music if it helps (classic is the best) breathe in calmly. Stop panicking. Tell your brain to open your eyes – and then look. Not at all the pages, but just the first line – then the next. Read the whole thing through, without getting distracted by anyone or anything (very hard). Then start all over again. Then think about what it says, what it means and go wild with the fluo pen on all the important things to remember. Yellow seems to be better to use. If possible try to get 'legal pads' from America – this is light green or yellow paper and I tell you the words come alive with meaning on them. Also use dark black ink, not pale blue or even blue; try it.



When having to give a talk:

print the text in 14,

make short lines

so that you don't need to panic

and can see each line separate...

Anything can be learned, as long as someone shows, physically, how it works first. Written instructions are a nightmare, but show us once and the monkey knows how!

Anyone who is dyslexic should be have access to a PC with the latest Word and spell check, life totally changes then, the feeling of relief and freedom, you can not imagine!

*From Boas Toorgeman, a co-founder of the new Brussels Adult Dyslexia group reported to D·I·T·T. He is a gifted linguist and speaks several languages fluently, though he writes and reads in none.*

For me, the main issues about being dyslexic and unable to cope with reading and writing are

- the daily difficulties and hazards
- the necessity for dyslexia to be recognised as a handicap and
- the importance of legal rights

Dyslexics should not be afraid to announce that they have dyslexia.

Every day of our lives we dyslexics have to pay for our difficulties, emotionally and materially, just to be able to cope with getting through the day, competing with people who are not dyslexic. We look like any other person physically. There are no outward signs. So dyslexic people can chose not to draw attention to their own problem – to hide or pretend. But, all the same, every day they will still have to pay. They will be penalised and set back by their difficulties.

All of us are constantly put to the test and judged by written information. But dyslexics are not capable of even informing themselves of their rights and obligations in the written word. They are defenceless. Being aware of this results in a constant anxiety. Legal forms, written information, traffic signs, station platform signs, timings for appointments, arrivals and departures, finding a destination, costs of tickets are all a nightmare – a stress that causes more stress. All information has to be conveyed by phone. Phone bills become impossible.

Dyslexics have to develop their memory because they have to memorise everything. The worry about memory overload can lead to breaking point or a point where you are more likely, with all the anxiety, to forget schedules and confuse whatever information you have managed to store. When it comes to leases and contracts, dyslexics have no other choice but to find someone to assist. This takes extra time.

You may well take a taxi because you cannot read the bus – and then you must pay the taxi without knowing if you have been cheated since you are not able to read the meter or the map. No choice for you about the cheapest and shortest way to the destination!



Being dyslexic is not like being illiterate or blind where the condition may be self-evident and recognised with rights in place. With dyslexia, you are always treated as someone who is annoying and should be avoided, or as lazy, or, in the worst cases, as a liar. You do not fit into any clear category of recognised needs.

But one of the saddest parts about being dyslexic is that many people are too demoralised to face being further stigmatised: they say nothing. They are too depressed to ask for recognition. Here in Belgium, handicaps are assessed on a point system. You have to fill up a form but the points do not cover dyslexia since there is no clear, official, medically-recognised diagnostic. Systems are made for reading people.

Due to their concentration of energies to overcome their difficulties, many dyslexic people do develop fantastic abilities. Society needs their gifts and talents. Many are considered to be geniuses. And as society becomes more and more bureaucratic, the special gifts of dyslexic people, if they are allowed to come forward, can provide new solutions, even better solutions to problems than the existing solutions discovered by people who can read.

Because dyslexic people tend to gather information in a random way, they are constantly absorbing facts and impressions. Their minds are constantly working, occupied with building up a web of ideas. The downside of this is that the mind is constantly in brainstorming mode, overloaded with ideas and hyperactive. This hinders communications. They appear to be antisocial, constantly demanding attention. Their social and love life and sleeping habits are all affected by their lack of internal organisation. They may be in constant conflict with life. They may well end up as outcasts, unable to forge relationships.

Dyslexic people can visualise problems in a material way, in three dimensions, and can treat time and space and light and other abstract theoretic dimensions as Einstein, whilst the phone book makes as much sense as a Persian rug. Non-dyslexics may start with the seed of the idea that grows a branch, followed by the flowers and fruit. But dyslexic thinking branches, like a vine left untended, into a mass of incomprehensible, non-structured growth. Either dyslexic people will socialise with children or other people with similar mind-sets, or shut off from the world and remain isolated.

*Kyle, an 11 year old dyslexic, writes:*

I am doing a project on dyslexia World Wide.

Do you understand your dyslexia, could you explain your areas of difficulty to a new teacher?

What do you do when you have had a difficult day?

Do you get easily frustrated with your school work?

How do your teachers treat you?

Do they recognise your problem?

Are you getting enough help from school?

Do you think dyslexic people should be cured or do you think that teachers should be trained to teach dyslexic children the things they find difficult?

Do you think they should be kept in at break time to complete unfinished work?

Have you ever been humiliated by a teacher? If yes, how did this make you feel?

Do you know any really good Web sites about dyslexia for children?

*Please find time to email him with replies to his questions on [kyle.macq@virgin.net](mailto:kyle.macq@virgin.net)*

## What works

Here, Nicole Fraselle, a physiotherapist, talks about the multi-sensory, motor approach to experiencing writing. Her book will be published shortly.

### **Education, rééducation multisensorielles, bases d'un apprentissage pédagogique**

Dans ma pratique quotidienne, je suis amenée à m'occuper d'enfants dyslexiques et d'enfants troubles instrumentaux. Chez moi, peu de travail 'pédagogique' au sens strict mais une approche multisensorielle.

Les coordinations sont mises en oeuvre physiquement par des techniques et des exercices adaptés à chaque enfant. Le schéma corporel, l'organisation de l'espace et du temps sont stimulés d'abord en vécu corporel.

L'apprentissage de l'écriture en découle, faisant intervenir le corps entier puis le membre supérieur, la main et enfin les doigts. Il commence par le contrôle du geste technique avec tout ce que cela comporte au niveau de la motricité, du tonus et de la coordination.

Ensuite la signification symbolique de l'écriture peut être abordée, libérée de sa contrainte physique.

Les aspects sensoriels sont envisagés et exploités pour mettre en place les fondements d'apprentissages plus élaborés. Pour chaque enfant on utilisera le canal sensoriel qui lui convient le mieux pour intégrer l'apprentissage dans un climat de détente et de confiance en lui-même.

La *méthode neuro-psychomotrice de Mesker*, quant à elle, nous permet de stimuler le travail simultané des hémisphères cérébraux en respectant la préférence hémisphérique.

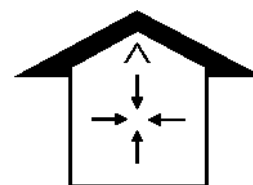
*Article réalisé par Nicole Fraselle –  
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### **Re: Electronic spellcheckers**

We are so pleased that the Franklin Elementary spellchecker has been re-issued (with a new look): QES-200. This is the most suitable for reading/spelling ages 8-10. Below that level, dyslexic children do not know enough about words to enter reasonable attempts nor to choose the correct word from the selection offered.

The Elementary has enough words, 30,000, for that level. The Pocket Spellmaster and Pocket Wordmaster have far more words which the primary level users do not need and do not understand, e.g. if you enter [wen] in the Elementary, it offers [went, when]. If you enter [wen] in the others, it says correct, and the thesaurus tells you it is a lump or a cyst.

There have been UK versions for many years.

*Jean Hutchins (volunteer, British Dyslexia Association)*



### **Kevin Byrne reviews his spell checker**

It helps me with my spellings and helps in particular with confusables such as 'their' and 'there'.

If you are stuck, you type in what you think the spelling is and the checker gives you a list of possibilities to choose from.

It's pocket sized and very thin so it's easy to carry and all the instructions are on the inside of the cover in case you forget something.

It has games as well – Word Jumble, Hangman, Anagrams, Flash Cards which help me to learn words.

It has over 80,000 words in memory. I use it in school nearly every day.

*Brand Name: SYSTECH Spellchecker Plus*

*Price: 14.99 (Punts) Purchased in Dixons in Ireland*

**A recommended educational method used at the Ecole Chazal is outlined by Paule Zoller in our supplement.**

### **Dyscalculia – a correction**

Judith Sanson apologises for mis-spelling Jan Poustie's name in the D-I-T-T Winter newsletter.

Please note her two publications:

*Mathematics Solutions - An Introduction to Dyscalculia* (Parts A and B), contact [jan.proustie@virgin.net](mailto:jan.proustie@virgin.net)

*Specific Learning Difficulties*, published by Next Generation, see [www.janpoustie.co.uk](http://www.janpoustie.co.uk)

## The European Parliament moves on disabilities

DITT thanks Liz Scott, Luxembourg Board Member for forwarding this important text based on the report by Madame Marie Therese Hermange. It contains some of the elements recommended by members of DITT in various papers and publications and can be seen as a major breakthrough

### Extracts taken from texts adopted by the European Parliament

Provisional Edition : 04/04/2001

For full text: [www3.europarl.eu.int/onk/omnsapir.so/pv2?PRG=CALEND&](http://www3.europarl.eu.int/onk/omnsapir.so/pv2?PRG=CALEND&)

### People with disabilities

A5-0084/2001

European Parliament resolution on the Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions – Towards a barrier-free Europe for people with disabilities (COM(2000) 284 – C5-0632/2000 – 2000/2296(COS)).

Re barriers: having regard to the fact that there are 37 million disabled people of all ages in Europe and whereas the nature of their disability varies greatly ...

...whereas the best strategy for creating a barrier-free Europe is a two-fold approach involving specific measures in favour of people with disabilities alongside measures to integrate the needs of people with disabilities in other fields of Community activity, together with practical arrangements for monitoring and assessment,

...whereas the call for proposals under the Socrates Programmes published on 27 September 2000 specifically mentions the fact that throughout the programme additional support is available to enable disabled persons to participate ...

- 1 Welcomes the Commission communication, which aims to take into account people with disabilities in Community activities in the fields of employment, education and vocational training, transport, the information society and consumer policy;
- 2 Welcomes the Commission's proposal to declare the year 2003 as the European Year of Disabled Citizens;
- 5 Calls on the Commission to submit a proposal for a specific action programme for disabled people beginning in 2004 to ensure:
  - the development of specific initiatives, including positive action, in order to help disabled people play a full role within society;
- 8 Calls on the Commission to submit a proposal for a directive based on Article 13 of the Treaty and covering all the EU's fields of jurisdiction, the aim of which should be equal treatment for people with disabilities, whilst recognising their individuality and their right to be different; calls for this to be submitted in the course of the 2003 European Year at the latest;
- 20 Reiterates that written documentation produced by the European institutions should always be made available on demand in accessible formats including large prints, Braille and tape, in particular in forms fully accessible to blind and partially-sighted disabled people, and to people with learning difficulties.

## The European Commission

Viviane Reding, Commissioner, Directorate-General for Education and Culture, will address the D·I·T·T meeting at the AGM on 7 May at 1 rue Defacqz.

Questions from Carol McCarthy of Dyspel Luxembourg were presented to her in February, though her address is likely to be of a more general nature.

### **Can the Commission co-ordinate Europe-wide policies on dyslexia in schools?**

- inclusion of dyslexia and special needs teaching methods in initial teacher training
- in-service training of mainstream teachers on how to help dyslexic students.
- a minimum level of extra help within schools from specialist
- exam concessions such as use of laptops and extra time.
- introduction of special needs co-ordinators in schools
- recognition and acceptance of Educational Psychologists diagnosis

### **Can the Commissioner help raise awareness with national Education Ministries of the implications of dyslexia going undiagnosed and untreated?**

- social and economic costs
- hidden disability causing much suffering (no one would deny help to a child with a visible disability)
- complex nature of the condition resulting in each dyslexic manifesting different symptoms
- the positive influence teachers trained and knowledgeable about dyslexia can have, especially in maternelle and primary classes where early identification and help can yield great benefits.

*For information please see [http://europa.eu.int/comm/commissioners/reding/index\\_en.htm](http://europa.eu.int/comm/commissioners/reding/index_en.htm)*

## What is EURYDICE?

‘EURYDICE’ is a Europe-wide education information network that was established in 1980 and has been an integral part of ‘SOCRATES’ (the Community action programme in education) since 1995. EURYDICE has two main functions; firstly to make available reliable and comparable information on national education systems and policies, and secondly to act as an observatory and thereby highlight both the diversity of systems and the features they have in common. By circulating the fruits of its labour, EURYDICE aims to fulfil its commitment, outlined in the Maastricht Treaty, to promote the exchange of information and experience on issues common to the educational systems of the Member States.

The EURYDICE network is made up of a European unit (Brussels-based and set-up by the European Commission) and 34 national units in 30 European countries (15 Member States, 3 EFTA/EEA countries, 10 central and eastern countries, Cyprus and Malta). The European Unit takes responsibility for the overall management of the network, co-ordination of its activities, preparation of the comparative analyses, indicators and of ‘EURYBASE’, EURYDICE’s database on education systems. The EURYDICE network produces various comparative studies and indicators on the different levels of education and on themes of

common interest to the countries involved (teacher training, foreign language teaching, ICT in education, compulsory and higher education reforms, financing of schools, students' financial support, lifelong learning, etc.). More information can be obtained by contacting the European Unit at 15 Rue d' Arlon, B-1050 Brussels. Fax: + 32 2 230 65 62. E-mail: [info@eurydice.org](mailto:info@eurydice.org). All the EURYDICE publications are accessible on the EURYDICE Web site: [www.eurydice.org](http://www.eurydice.org).

## Money Matters

### ⊕ **Splash!**

Our thanks to the Lions Heraldic Swimathon for any funding urgently needed for our projects after their Swimathon, *Splash 2001*: the Portuguese version of the Guide (orders pending) and the CD-rom.

We shall be designing a barometer and roll of honour of funds given to advance our important CD-rom self-help learning tool. DITT is approaching key sponsors for this project and is appreciative of all who have already given so generously, not least our sponsor designer typographer, Pauline Key-Kairis.

## Announcements

### ★ **D·I·T·T Web site**

D·I·T·T's Web master, Dave Rowan, reports that the site has been visited by people from over thirty different countries since it was launched at the start of 2001.

### ★ **Swop Shop**

Activities will be co-ordinated as a follow-up to the May 7 CD-rom planning meeting

### ★ **Fame**

D·I·T·T was mentioned in the *Mirror* newspaper (UK) of 23 March 2001 in an article headed 'Hi-tech aid put me in control of my dyslexia'.

Apart from [www.ditt-online.org](http://www.ditt-online.org), other useful Web sites mentioned in the article are:

[www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)

[www.abilitynet.co.uk](http://www.abilitynet.co.uk)

[www.dyslexiacentre.co.uk](http://www.dyslexiacentre.co.uk)

[www.bdainternationalconference.org](http://www.bdainternationalconference.org)

[www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

Computer solutions that helped dyslexia sufferer Barbara Davis were the familiar ones: keyboards, bigger, brighter type and fonts, shaded backgrounds, spellcheck systems, auto text-correct, speech output, prediction, homophones (to sort out similar-sounding words) and voice recognition.

### ★ **E-books**

Titles will be announced in the coming quarter, to embody materials produced by the D·I·T·T team. A D·I·T·T book of poetry has been proposed too. We hope to make these available in the same easy way as the Multimedia Pack – ordering through our Web site facilities.

## ★ D·I·T·T's first Annual General Meeting

The theme for our post-AGM CD-rom planning meeting on Monday 7 May is *Working together – building learning abilities*. The programme for the day is as follows:

9.00 - 9.15	Registration and coffee
9.15 - 10.00	AGM
10.00 - 12.00	Introduction and D·I·T·T Workshops on content for the CD-rom: <i>Going places – Roadmap to Success</i> , to be illustrated with Tintin: Dyslexia and Pre-School education Dyslexia and Primary education Dyslexia and Secondary education Dyslexia and Further/Higher education/Employment
12.00 - 13.00	Welcome address by HRH Princess Margaretha of Liechtenstein, D·I·T·T Patron, and presentation of the D·I·T·T Marcelle Napier Award: <i>Testing for Dyslexia</i>
13.00 - 14.00	Lunch and informal feedback
14.00 - 15.00	Judy Brooks, BBC schools television, on making a CD-rom
15.00 - 15.30	Address by Mrs Viviane Reding, Commissioner for Education & Culture
15.30 - 16.15	Plenary session: forward planning
16.15	Close

The programme is free to D·I·T·T members, 500 FB to non-members; sandwich lunch 300 FB.

Workshops will be arranged with educational psychologists, teachers and parents working together reviewing tools and ideas on content for the CD-rom.

## ★ The D·I·T·T Arts Event

Planned for the first week of December this year, there will be various events including an exhibition at the Parliament and an Art Auction – Commissioner Neil Kinnock has accepted to act as auctioneer.

## Reflections

☺ Please continue to e-mail us with individual cases of where the school or college system still fails to meet the needs of the dyslexic learner, with a copy to your MEP, from now until the end of November – before the close of this Year of Languages. This could make all the difference.

*Spring 2001 edition edited by: Lieve Cardeel and Judith Sanson*