



Dyslexia International – Tools and Technologies ASBL

building learning abilities

1 rue Defacqz

B-1000 Brussels, Belgium

Tel/fax: +32-2 537 70 66

Web site: www.ditt-online.org

E-mail: admin@ditt-online.org

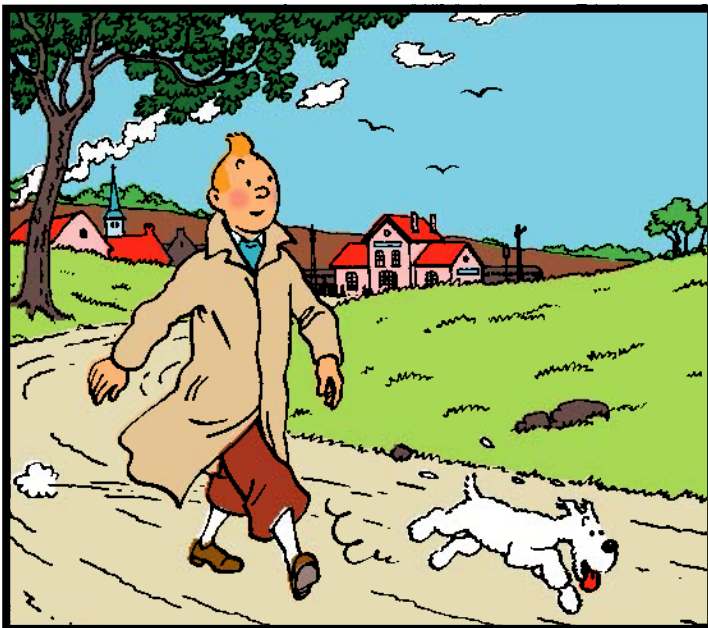
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Newsletter

No 4 • Summer 2001

Roadmap to success - Going places



Wait for us Tintin! D-I-T-T is still busy making preparations: mapping out concepts, packing up suggestions on content, consulting various parties on best ways forward, and looking into funding possibilities through the Commission, the Ministries and the multinationals – all thanks to the splendid efforts of volunteers and supporters and, of course, the Hergé Foundation....

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

D-I-T-T welcomes ideas and suggestions from teachers, parents, dyslexic learners and all concerned.

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The Hergé Foundation

Below:

Georges Remi, better known under the name of Hergé, working on the album *The Land of Black Gold*, 1949



*Fanny Rodwell,
President of the Hergé Foundation,
writes:*

Tintin ‘the little reporter’, Belgium’s national hero, was born in Brussels in 1929. During that same year, the first title of a series of 23 adventures which would take him almost everywhere around the world was published.

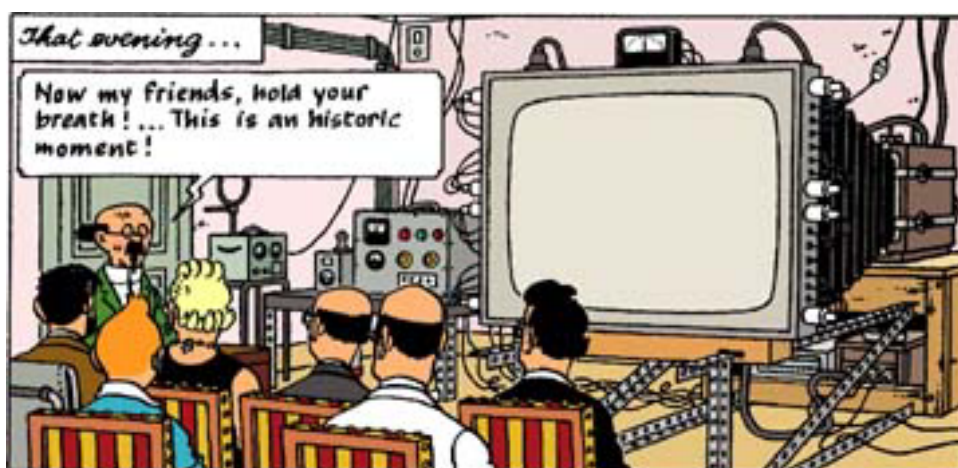
Since then he has become one of the most intrepid and mythical ambassadors of Belgium.

His brilliant creator, Hergé, was born in Brussels as well, but few people know that besides being a remarkable strip cartoonist, he was also an excellent graphic and publicity artist, an illustrator and a caricaturist.

The Hergé Foundation was created in 1986, three years after Hergé’s death. It’s role is to guarantee the moral, ethical and aesthetic protection of the entire works and to organise and encourage activities that contribute to its promotion.

The Hergé Foundation is a private organisation run by a small team of dedicated people. Besides the daily administration and public relations, the team is also involved in creating exhibitions as well as handling and filing the numerous drawings and documents.

To date, more than ten-thousand pieces of artwork have been restored, filed and recorded on CD’s, as well as 2,000 colour plates – some of which were coloured by Hergé himself. In addition, the team at the Foundation deals with documentation, correspondence, pictures, newspaper articles, audio-visual documents, animated films and documentary films.



Creating a diagnostic and remediation tool

At D·I·T·T's first Annual General Meeting on 7 May, workshops on content for the new CD-Rom *Going Places – Roadmap to Success* were geared to different age levels. They were organised for teachers, educational psychologists and dyslexic learners to streamline their ideas into structured questionnaires devised by D·I·T·T Board Member Gudrun Dziallas. Gudrun has since analysed the material in preparation for the first layout and design meetings. The ideas put forward will provide the basis for this self-help tool for self-profiling and accessing information to fit individual needs. In autumn, D·I·T·T will invite leading experts in teaching dyslexic learners, interested colleagues from Member States Ministries of Education and all D·I·T·T Members to meet to discuss input for the CD-Rom.



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Volunteers, Sara Calamassi, student in international relations at St. Andrews University, and Liz Scicluna, teacher, are working on building up D·I·T·T's library of reference materials and software, and setting up a system for testing and personal recommendation.

Research

D·I·T·T is grateful to the Scientific Advisory Committee for the careful work that went into selecting the prize winners for the Marcelle Napier Research Award. The first award has been won by Dr Hugo Maes of Leuven University, and he has been invited to do an interview in our Autumn Newsletter.

Here Thierry Bordignon, who won the highly-commended prize, talks about his research project:

The pegboard: a new device to help dyslexic children?

In 1985, Lowenthal described a new use of the device known as the 'pegboard'. Lowenthal obtained good results with children of low to middle intelligence and also with aphasic children (Lowenthal & Saerens, 1986). Studies show that the pegboard helped to install a verbal and non-verbal language structure. It was found to be especially effective in the development of an alternative structured communication system in many handicapped children, and a means of enriching oral language in children of average and above intelligence.

We propose using this device with dyslexic children who present written language structure disorders and especially segmentation disorders.

The pegboard, as described by Lowenthal (1985, 1990) is a concrete representation of formal systems (CRFS) (Lowenthal, 1986). A CRFS is a set of objects which are provided with technical constraints. These technical constraints make certain actions possible and others impossible and provide the subject with a logical structure in which he or she can be immersed, without requiring any recourse to verbal explanations. It is therefore especially useful for those with certain language disorders.

The pegboard consists of a white plastic board with holes. Coloured plastic pegs can be placed in these holes. The pegs are defined by two variables: their colour (seven different colours) and the shape of the head (square or triangle). The pegs can be considered as symbols: these symbols represent the basic

'words' of the system which can easily be extended into basic 'sentences' by concatenation of squares and/or triangles. Each basic sentence can be named by placing next to it a special symbol which must be a triangle. These triangles can be combined in order to form more complex phrases referring to the concatenation of several basic sentences.

We propose the use of the pegboard with dyslexic children to help structure language and remediate their segmentation difficulties. In our research, we want to study selected tests used to assess dyslexic problems, to identify the pertinent cognitive elements used for comprehension and structuring of written language. Once the pertinent cognitive elements have been identified, we would create new pegboard exercises in order to observe whether dyslexic children make the same errors when confronted by pegboard exercises and by written language expressions. Having examined segmentation problems with dyslexic children we would monitor to see how these exercises can help them to segment.

Bibliography

Lowenthal, F. (1985). The pegboard as a basis for programming in 5 and 6 year olds. In *Proceedings of PME 9*, 47-52.

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Promoting an information and training tool

The *Language Shock* Multimedia Pack is an awareness-raising tool that has been well reviewed and continues to meet with success. In the BBC video, we hear from dyslexic young people and their parents and teachers (*see article on p.7*) about how dyslexia has affected their lives. The Guide provides scholarly and practical information for learners, parents, schools and teachers. It lists supporting organisations, links, contacts and a variety of national provisions by Ministries of Education across the EU. It has been successfully used in European, international and other schools' training programmes.

The Pack is available in English, French and German. The entire BBC script and Guide content has been translated into Spanish, Italian, Greek, Dutch, and Portuguese. New hard-copy versions are produced as funding is found. The outstanding Portuguese printed version – requested by over fifty-five special education teachers in Portugal – should be out by autumn.

In all cases local information is included and local experts are invited to contribute their views. In the case of the Portuguese Guide, São Luís Castro and Rui Alexandre Alves from the University of Oporto have provided an additional Chapter: 'Language and Dyslexia'.

In 'Language and Dyslexia', the authors argue that dyslexia has its roots in a language disturbance, more specifically a problem with the phonological component of language. There is impaired ability in the mental representation, processing and arrangement of phonemes – the basic sound-blocks of language.

Illustrations of this difficulty are found in memorising or ordering words, but the most obvious manifestations are in reading and writing. Dyslexia is present at birth and can now be detected at pre-school age. The authors claim that, because its nature is better understood, remediation can be more effective.

The revised texts in all languages will be made available on our Web site as e-books, as funding allows.

Out and About

D·I·T·T Members have been out and about discussing the Multimedia Pack distribution and other projects:

In the UK:

On June 7, Board Members Gudrun Dziallas and Judith Sanson had the pleasure of meeting Professor Bevé Hornsby, MBE and members of staff at the new Hornsby International Dyslexia Centre.

The Hornsby Centre has its origins at the St. Bartholomew's Hospital (Bart's) in 1972 when Professor Hornsby took over the Word Blind Clinic and renamed it The Dyslexia Clinic. Bevé was originally trained as a speech therapist and based her thesis for her MSc at Guy's Hospital Medical School, London University on the hypothesis that children with delayed speech and language disorders were at risk for future written language disorders – namely dyslexia. The results were very significant and the programme she devised to remediate the condition was published by Heinemann Education as 'Alpha to Omega' (1974 – latest edition 1999). It was based on structured phonetics and linguistics which incorporated whole-language teaching. This form of teaching proved highly successful and 'Alpha to Omega' is now known worldwide. Bevé worked with the students who attended the centre at Bart's both to learn how to teach dyslexics and to practise their skills on the clients attending for remedial help, to investigate the neurological implication in dyslexia for her PhD. The Centre at Wye Street provides courses for those who wish to attend personally and the distance learning version of the Hornsby Diploma is available for those who live too far away.

Bevé Hornsby and Hazel McKay, Director of Studies, said they would promote the Multimedia Pack to their trainee contacts and friends of the Hornsby as a lobbying and information tool between education authorities, schools and parents in the many countries abroad where their courses are run. They would be pleased to co-operate with the development of the new diagnostic and remediation tool CD-Rom project.

Later, at the London branch of the Dyslexia Institute it was good to meet Shirley Cramer, Margaret Rooms and other members of staff. At one time a researcher for the Oak Foundation, Shirley is now the Chief Executive Officer of the Dyslexia Institute which runs centres across the UK for assessment and teaching dyslexic learners.

The Dyslexia Institute said they would carry an article or a cover illustration on a D·I·T·T project. Likewise, Shirley agreed to write an article for the D·I·T·T Autumn Newsletter on the topic of dyslexia and the American experience.

For training in teaching dyslexic learners, two well-organised distance-learning programmes are recommended:

The Hornsby International Dyslexia Centre, Wye Street, London SW11 2HB Web site:

www.hornsby.co.uk E-mail: dyslexia@hornsby.co.uk

Tel: +44 20 7223 1144 Fax: +44 20 7924 1112

accredited by Cheltenham and Gloucester College of Higher Education (University College)

and a new course by

The Dyslexia Institute, 133 Gresham Rd, Staines, TW18 2AJ

Web site: www.dyslexia-inst.org.uk E-mail: info@dyslexia-inst.org.uk

Tel: +44 1784 463851

accredited by York University

In Germany:

On 13 June D·I·T·T Board Members, Gudrun Dziallas and Judith Sanson went to Hannover to meet the new honorary Board Member, Dr Lisa Dummer Smoch, assessor and teacher of dyslexic children, leading researcher and author, former ministerial employee and keen protagonist for dyslexia in Germany.

The meeting took place at the *Bundesverband Legasthenie* (BVL, Königstrasse 32, D-30175 Hanover, Tel: +49 0511 318738, Fax: +49 0511 318739) – headquarters of the sixteen *Länderverbände* – with Dr Christiane Lowe, new BVL Board Member, Frau Garlepp, BVL Office Manager and Karin Brunger, BVL European Affairs and delegate for the European Dyslexia Association (EDA).

In setting up this meeting, Gudrun had written to say that D·I·T·T was urgently looking for a response from Germany to the European lobbying and information tool: the Multimedia Pack Language Shock (*Sprachenschock*). Since dyslexia is recognised and handled differently in each of the sixteen *Länder*, a unified German approach would be unrealistic. But it was most encouraging to hear that dyslexia would be on the agenda of the forthcoming *Kultusminister Konferenz*.

The *Bundesverband Legasthenie* has supported dyslexic children and parents for over 25 years and had also coordinated the questionnaires for the 1994 ‘Action for Dyslexia’ conference in Brussels.

In the Netherlands:

Maarten Bakker, Director of the ‘Lighthouse’ in The Hague, is in charge of a programme that answers the special education needs of international children on the move. It is recognised and funded in part by the Dutch government. Susan van Alsenoy and Judith Sanson visited both the Lighthouse at Jan Willem Prisolaan 4, 2517 JS Den Haag (Tel: + 31 70 358 5008, Fax: + 31 70 358 57 69) and later Han van der Vleuten at the *Haags Centrum voor Onderwijsbegeleiding*, Teachers’ Centre Library (Tel: + 31 70 323 0040, Fax: + 31 70 325 9384) They were presented with a new catalogue of software for dyslexic learners in Dutch and presented a copy of the *Language Shock* Multimedia Pack to the Library.

In France:

On Monday 25 June, D·I·T·T Board Member Gabriel Bara of Vignette, teacher and technologist, and Judith Sanson lunched with Madame Fouquet, *Inspectrice d’Académie Chargée d’Adaptation et d’Intégration Scolaire*, Académie de Paris, Direction des services académiques d’Education Nationale. D·I·T·T projects – in particular the distribution of the Multimedia Pack and the development of the CD-Rom – were discussed. D·I·T·T was presented with the *Plan d’action pour les enfants atteints d’un trouble spécifique du langage* by Monsieur Jack Lang, Ministre de l’Education Nationale, Monsieur Bernard Kouchner, Ministre délégué à la Santé and Madame Dominique Gillot, Secrétaire d’Etat aux personnes âgées et aux personnes handicapées. At a second meeting, at the office of Bernard Kouchner, a renowned champion of dyslexic learners, Monsieur Tissot explained the programme of complete reorganisation of the French education system to accommodate language-learning deficits from the outset. The schedule is June 2001 to 2003 and funding has been allocated. If all the early screening and remediation programmes are put in place with appropriate teacher training, France could indeed be a model for Europe in addressing dyslexia fairly and comprehensively throughout an entire national education system. Both Madame Fouquet and Monsieur Tissot were presented with a copy of the Multimedia Pack.

In all these visits, D·I·T·T stressed the realities of dyslexia as it is experienced by most young people today in an international setting – no longer a purely national setting. Through travel, the internet, moving home, coming from a mixed family, having to learn a second language at school or meeting people from other cultural and linguistic backgrounds, far fewer belong to the mono-cultural, mono-linguistic setting of ten years ago.

What happened to the video stars?



Claudia Delpero reports:

The Italian star of the BBC *Language Shock* video, Alessandro Capaldi is now 13 years old. In Belgium, schools such as the one shown in the video, known as 'type 8', cater for children only up to the age of twelve.

Last September, Alessandro moved into a professional school that teaches cookery, carpentry and building. In my interview with him, he speaks about his new curriculum, his favourite subjects and his dreams for the future.

Just one shadow on the horizon right now: the computers were stolen from his school, depriving all students of an essential tool for learning.

Dallo scorso settembre ho cambiato scuola, adesso frequento la prima media all'istituto San Bernardette di Auderghem. Nella scuola di prima seguivo lezioni tradizionali, adesso invece mi dedico ad attività come falegnameria, pittura, costruzione, giardinaggio e cucina. Le mie materie preferite sono pittura e falegnameria. In futuro, infatti, vorrei diventare falegname.

Le auto sono un'altra mia grande passione, mi piace disegnarle e di recente ne ho costruita una in legno. Spesso disegno anche nel tempo libero, oltre a giocare alla play-station.

Spero di avere presto un computer a casa, per navigare su Internet e fare ricerche in materie come scienze e geografia. Purtroppo i computer che avevamo a scuola sono stati rubati, togliendoci la possibilità di imparare tramite Internet. Sono contento dei miei studi e dei compagni di scuola: in classe siamo in dieci, tra cui tre italiani.

What works

New video

New – for Dutch speakers! – an awareness raising video on the everyday effects of dyslexia seen through the lives of Dutch speaking dyslexic learners: a primary school child, a teenage girl and her mother, and a young man, Toon Cox: Ik ben niet dom.

Thanks to the cooperation of the Dutch-speaking Belgian Ministry, this video will be made available to all Dutch-speaking schools, in the same way as the book: *La dyslexie – où est la différence?* which was distributed to all French-speaking primary schools. There will be an accompanying CD-Rom. D-I-T-T will be promoting this high-quality tool – now ready for dubbing into other languages. Anny Cooreman, who initiated the video project, is the author of an article: *Bilingualism and dyslexia – a practitioner's view* in the Multimedia Pack Guide that D-I-T-T distributes.

New Open University Pack

Vicki Goodwin is one of the authors of the new toolkit for learners and teachers on dyslexia:

<http://www3.open.ac.uk/learners-guide/learning-skills/index.htm>

Contact Vicki Goodwin: v.goodwin@open.ac.uk

A Web site that will translate for you

For translation services and software online – and instant translation online for private use only:

<http://translate.lhsl.com>

Dyslexics I have known

by Dr Bevé Hornsby, author of the essential tool and popular guide: *Overcoming Dyslexia* – a straightforward guide for families and teachers

Talking Web pages

If you visit www.dreamworksworld.co.uk/homesound.htm you will launch a demonstration of this technology as it may relate to the home page of any Web site. The example used is Dreamworks' own home page.

Also try www.helpalice.org, which uses this technology for its appeal movie.

D·I·T·T going E

E-books

D·I·T·T's designer is in the process of 'converting' the various language-versions of the Guide into Adobe Acrobat pdf format (the same format this is used for this Newsletter) so that they can be distributed electronically.

As many of you will already know, the Acrobat reader is a free program that allows easy and rapid 'navigation' through a text, by using either the on-screen contents list, the search facility, or the 'go to page' option. Material can be viewed on-screen at whatever magnification the reader finds most comfortable, or selected pages can be printed-out.

The 'look' of the e-book is similar to the printed editions, but the information on contacts and organisations and that from EU Member States has been omitted, since the most recently-updated material is always available on the Web site.

The English version of our *Language Shock* Guide (which has some amendments to the text) is now available in pdf format via the Web site order form at the price of €10 (the printed version is €20). This will be e-mailed to customers when payment has been received. Other languages are in the pipeline – French, German, Greek, Italian, and Portuguese.

Web site

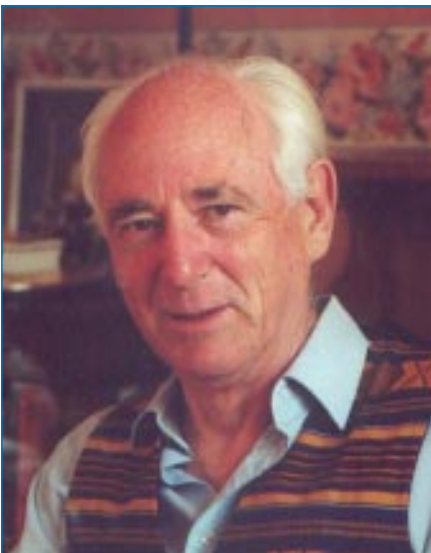
D·I·T·T Web master, Dave Rowan, reports that the Web site is currently receiving an average of 50 visitors per week. Visitors have reached us from 38 countries including Argentina, Uruguay, Eritrea, Estonia, Lebanon, the Americas, Australasia and all of Europe.

Profiles



Ron Baker

Ronald E. Baker is a founder and Honorary Secretary of D-I-T-T. He and his wife Jackie have lived in Europe for 31 years. The Bakers have 4 adult children, all educated in Europe, and 3 grandchildren now in the USA. Ron has held General Management, Marketing & Sales Director positions in European multinational firms. He is now active in General Management and Marketing Consulting. An adjunct Professor of International Management and Marketing Research at UBI, Brussels leading Business School, he read Chemistry at Brown University and Marketing at New York University Graduate School of Business. He is an active member of the American Chamber of Commerce, Belgium, BSA Eagle Scout Association, Holy Trinity Church, Brussels, American Legion Post 1, Paris, and other community and professional organizations. Ron speaks fluent Dutch, French, German and Spanish. He and Jackie enjoy classical and jazz music, cycling, gardening, summer-time golf, sailing and swimming; he keeps fit jogging.



Ralph Palim

Ralph Palim, D-I-T-T Treasurer, is a British Chartered Accountant who has made his home in Brussels. He retired from Price Waterhouse (now PwC) after 33 years in which he worked in Barcelona, Zurich, London, The Hague and Brussels. Apart from looking after the financial affairs of D-I-T-T, and working on the revised Action Plan, Ralph has a part-time job as a lecturer and enjoys travel and his hobby, photography.



Susan Calamassi

I am a true international – born in Australia, Italian by marriage, and having lived on every continent except South America and Antarctica! Although basically a housewife, over the years I have taught English as a foreign language in Italy and Belgium, and since coming to Brussels have dedicated my life to helping children one way or another. I spent several years as a voluntary assistant at the European School Uccle and gave classes in HIV awareness in the anglophone community. Both my children were educated at the European School, have moved home and had to learn new languages. As a family of mixed nationality, we are well aware of the stresses that confront children in the international environment, however great the advantages. Now I am working at D-I-T-T and have been involved most recently in fundraising.

British Dyslexia Association at York

The Dawn of the New Century – Report for D·I·T·T by Charlotte Banks

It was a great privilege to attend the thought-provoking and challenging lectures, seminars and workshops at the recent BDA conference in York along with 900 other delegates.

There were alternative programmes on each of the four days of up to seven parallel symposia and workshops. The twelve themes that were covered were:

Biological Base; Cognitive Processes; Screening and Diagnosis; 0-5 Theory and Good Practice; 5-11 Theory and Good Practice; 11-18 Theory and Good Practice; Language, Reading and Spelling; International Perspective; Adulthood, Theory and Good Practice; Social and Emotional Aspects; Multilingual Aspects; and Dyslexia and Other Learning Disabilities.

Keynote speeches were given by:

- Professor Joe Jorgeson: ‘Markers for effective intervention. What rate of growth can we expect from optimal intervention conditions?’
- Professor John Stein: ‘Dyslexia: The role of the Magnocellular System.’
- Professor Margaret Snowling: ‘Dyslexia Spectrum.’
- Professor Maryanne Wolf: ‘Dyslexia, fluency and Intervention.’
- Professor Al Galaburda: ‘Dyslexia and the Brain.’

New research by PhD students and other University staff was presented. There was a focus on early screening, from nursery-aged children, to identify potentially ‘at risk’ children in order to prevent the failure spiral setting in.

There appears to be significant evidence that higher attainment levels have been reached since the introduction of the UK Literacy Hour, although there were misgivings about the present content.

Automatisation was also highlighted. Research has shown that dyslexic learners have problems in becoming automatic at any skill, irrespective of whether it is related to language. The problem is further exacerbated when performing another task at the same time.

The ‘square root rule’ was quoted showing the length of time a dyslexic learner needs to acquire a skill. This is in proportion to the square root of the time normally taken. Therefore if it takes a non-dyslexic learner 4 sessions to acquire a skill, it will take the dyslexic learner 8 sessions.

Breadth of language experience was sited as a tremendous bonus to prevent the dyslexic student from remaining consistently behind his peer group in performance scoring.

There was a definite feeling of optimism now that researchers are closer to understanding the complexity of the dyslexic brain. By completing a variety of studies, the most effective intervention programmes were being discovered.

Jackie Stewart, former racing driver, gave an excellent and moving speech, describing his early struggles with dyslexia. Now that dyslexia has a much higher profile in all spheres of academic life, we can hope that today’s dyslexic learners will have the understanding and educational support that they need.

A CD-Rom will be available containing most of the conference material. It can be ordered from:
www.bda-dyslexia.org.uk

Report on the D·I·T·T Annual General Meeting (7 May 2001)

Four main highlights followed the workshops:

- D·I·T·T's Patron, Her Royal Highness Princess Margaretha of Liechtenstein, presented the D·I·T·T Marcelle Napier Research Award. Dr Hugo Maes of Leuven University was this year's winner, with a prize of € 5 000 in recognition of his research into assessing dyslexia. The runner-up was Thierry Bordignon of Mons University for his research project, currently being trialed in France (*see p.3*).
- Professor Ludo Beheydt and Professor Dirk Bakker, Members of the D·I·T·T Scientific Advisory Committee spoke briefly – Professor Bakker with reference to 35 years of research into dyslexia and the brain.
- Judy Brooks, BBC CD-Rom expert, outlined the feasibilities of a CD-Rom and the formats best suited to it.
- Ms Viviane Reding, EU Commissioner for Education and Culture, addressed the meeting. She stated her firm support for action in favour of learners with difficulties throughout the EU. She outlined the part the Commission would play in taking the lead to achieve priority objectives- redressing deficits at primary and secondary levels. She spoke of e-learning initiatives which would allow Europeans to build the world's most dynamic knowledge society through providing multimedia resources, trans-European networks and essential technical training

Money Matters

⊕ **Our thanks are due to our loyal Members, supports and benefactors:**

- The *Footfest* for their generous donation of 50 000 FB
 - The Lions Heraldic of Brussels for their donation of 90 000 FB
- and to the untiring sponsorship, time and care of our designer typographer Pauline Key-Kairis and to our Web master, Dave Rowan.

⊕ **Fundraising**

The D·I·T·T Arts Event is now put off to February – in the good hands of the organisers Jenny Jowett and Susan Calamassi. Please contact the office to volunteer your time and ideas.

Announcements

★ **D·I·T·T Board Members officially instated at the AGM of 7 May**

Administrateurs honoraires:

Gabriel Bara (France)	Marianne Klees (Belgium)
Steve Chinn (United Kingdom)	Gunilla Lofgren Nisser (Sweden)
Pauline Cogan (Ireland)	Carol MacCarthy (Luxembourg)
Barbara Del Arbol (United Kingdom)	Donald Schloss (United Kingdom)
Dr Lisa Dummer Smoch (Germany)	Elisabeth Scott (Luxembourg)
Karen Hiddink (Belgium)	Ian Smythe (United Kingdom)
David Hyland (United Kingdom)	Catie Thorburn (United Kingdom)

...continued overleaf

Executive Members to attend regular management meetings in Brussels for the day-to-day business:

Ronald Baker (USA) *Secretary* Ralph Palim (United Kingdom) *Treasurer*
Susan Calamassi (Italy) André Poncelet (Belgium)
Gudrun Dziallas (Germany) Judith Sanson (United Kingdom) *Executive Director*

★ **Professor Susan Greenfield now Baroness Susan Greenfield**

Susan Greenfield is an Oxford University neurobiologist and is the first female director of the Royal Institution.

She is, by her own account, something of a maverick. She was the first woman to give the Royal Institution Christmas Lectures, and has written a book about the brain designed for ordinary people to understand. She writes a column in a Sunday newspaper about science and pops up in every appeal to get more women into science. The media love her.

What makes Susan Greenfield so remarkable is that she can tell you about your brain without baffling it. She is openly distrustful of concepts such as intelligence, suggesting as they do a spectrum of brain power, on which each person's place is located at birth. The brain is constantly evolving, she insists, and capable of wondrous things; it is only when we force people to compete against each other that we make specious judgements and limit potential.

Extracted from an article by Decca Aitkenhead in *The Guardian*, 8 June 1998.
The Royal Institution: <http://www.ri.ac.uk/>

Susan Greenfield will be the keynote speaker at D-I-T-T's AGM Open Forum in 2002.



★ **Susan van Alsenoy**

The name that crops up everywhere! That is because Susan is a loyal supporter of all organisations and initiatives that benefit children with learning difficulties, and a great resource person and trawler of goodies from the Web. She has been instrumental in publicising and furthering the cause of dyslexia through founding AsChild, a support group for children who learn differently. She also chairs the Educational Support Group for FAWCO, the Federation of American Women's Clubs Overseas. Thanks to Susan we can recommend an excellent free Pack of materials on dyslexia from the Schwab Learning Foundation. Susan is now initiating a project to support mainstream classroom teachers worldwide by providing simple strategies they can employ to help 'learning-differently' students.

Susan writes:

Because most mainstream teachers throughout the world receive little or no practical guidance on how to help 'learning-differently' students in their classroom, and because most mainstream teachers are very busy people who work many uncompensated hours, we would like, with your help, to prepare a very simple one page-guide that they would find easy to implement in their classrooms with relatively small changes in their current teaching style. This guide would not go into any explanation of learning difficulties.

The project begins in September, and the deadline for submissions is March 2002.
Please contact esc@fawco.org with your suggestions.

Editorial assistants: Petra Zollner & June Davey; Editeur responsable: Judith Sanson