



## **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](http://www.ditt-online.org)

E-mail: [admin@ditt-online.org](mailto:admin@ditt-online.org)

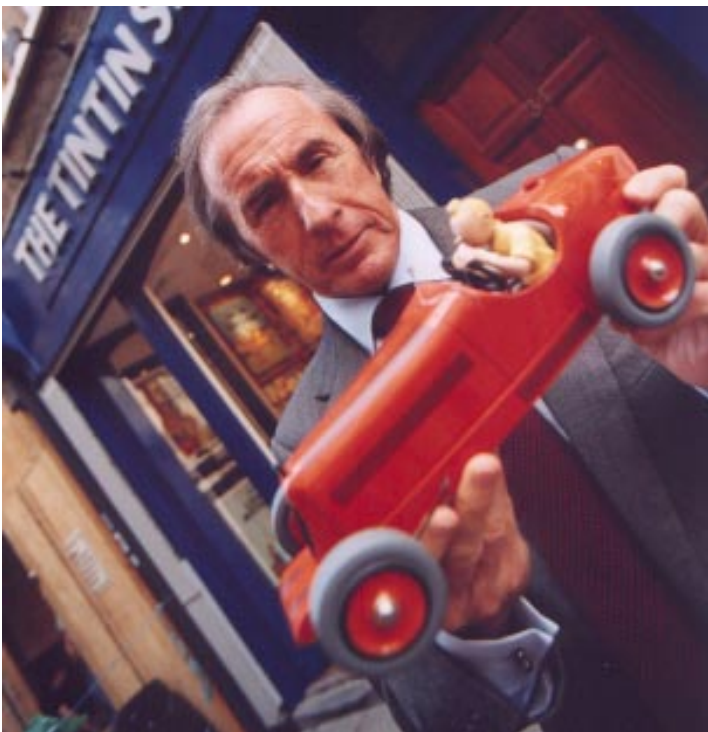
Bank account: 310-158 1288-80

Patron: Her Royal Highness Princess Margaretha of Liechtenstein

# Newsletter

No 5 · Autumn 2001

## **Famed dyslexic Sir Jackie Stewart and Tintin join forces to aid dyslexic learners**



Sir Jackie Stewart – photograph by Jill Mead

Sir Jackie Stewart, triple Formula One motor racing world champion, recalls his own pain, humiliation and despair as a child with undiagnosed dyslexia. He truly believed he was 'thick', but won through to succeed in life. Once diagnosed, he described the revelation as being 'as if I had been saved from drowning'. Tintin and Snowy have now teamed up with Sir Jackie to support a radical new D-I-T-T project.

---

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's First Anniversary edition!**

### **Contents**

**BBC helps D-I-T-T produce innovative self-help CD-rom 2**

**Invitation 3**

**CD-rom Roadmap to Success – latest developments 3**

**Pack distribution 4**

**Marcelle Napier Award – 2001 Award-winner reports 5**

**Vision and Learning Difficulties 6**

**Profile – Gabriel Bara 8**

#### **What works**

- Le Centre Libanais pour l'Education Spécialisée 9
- New book 10
- The Carron Electronic Library 10

**Training – the Dyslexia Institute 11**

**Money matters 11**

**Announcements 12**

**Tools & resources evaluation questionnaire**

## BBC helps D·I·T·T produce innovative self-help CD-rom for dyslexic learners across Europe

*extracts from a feature written and sponsored by journalist Virginia Haydon*

For Tintin and Snowy, stumbling on adventures is just a part of life. The Belgian comic strip characters never hesitate to take on the forces of evil, or protect the weak and oppressed.

But such a challenge can seem beyond the hopes of millions of youngsters across the European Union: the ones facing the stumbling block of dyslexia. It's estimated that nearly ten per cent of the EU population, that's around 37 million people, risk failure and drop out from school or the workplace because of this learning disability.



Sir Jackie Stewart – photograph by Jill Mead

'No one can ever understand the pain and humiliation and embarrassment and loss of self respect dyslexia causes a young child. They are so inadequate within their own minds, and they don't know to admit it. I know. I've been there and I've had two sons that have gone through the same thing,' remarks the impassioned 62-year-old Scot, who readily admits he still can't recite the alphabet, or write with joined-up letters.

Sir Jackie immediately identifies with the educational nightmare awaiting so many young students. 'My teachers thought I didn't try. They blamed lack of concentration, lack of paying attention or not listening. It was never put down to a learning disability or learning difference, because, at that time, that wasn't something that was recognised or identified.'

For years he struggled to come to terms with the damning label of being 'thick'. It was only when he became a father and his son Mark was identified as having dyslexia, that he too was officially diagnosed. 'At 42 years of age, I thought I had been saved from drowning, because this man suddenly told me I wasn't stupid, I wasn't thick, I wasn't dumb, because I genuinely felt I was.'

But even today, the realities of dyslexia for so many children are still as desperate. D·I·T·T present the stark facts: 'Where diagnosis and intervention are early, these learning difficulties can be most effectively overcome with appropriate teaching methods. Without this, dyslexic learners will continue to be at risk of school failure, marginalisation, drug abuse and other forms of anti-social behaviour associated with social exclusion.' However, dyslexia which has to do with different physiological features in the brain can give rise to exceptional abilities such as those of Einstein, Leonardo da Vinci, Gustave Flaubert, Winston Churchill, Auguste Rodin and Richard Rogers.

The CD-rom is an innovative learning tool, currently being developed from the know-how of leading university educational scientists and dyslexia experts from across Europe. D·I·T·T has already been awarded £75,000 from the Levi Strauss Foundation. It is currently bidding for further financial aid.

The CD-rom will enable dyslexic learners from pre-school to adult, and their parents or teachers, to profile their own individual learning style, strengths and weaknesses. Players can then find the best-fit recommended remedial tools to improve their skills in language, maths, organisation and memory in English, French and German. Resources will also be available in other European languages through web links.

Sir Jackie has some sound advice for any child who is diagnosed with the learning difficulty: 'Identify something that you're better at than other people, it doesn't matter how insignificant it might seem to be. Be curious and want to beat everybody. Pay attention to detail. What helped me was that I had a problem and I knew it and I knew I had to try harder and be more self-disciplined.'

*Sir Jackie Stewart appears in Language Shock: Dyslexia across Cultures, the multimedia training pack developed and distributed by D-I-T-T, available in English, French and German at £28/€45 including EU postage .*

*For an agreed definition of dyslexia, resources and contacts for diagnosis and help in each European Member State and latest information, visit [www.ditt-online.org](http://www.ditt-online.org). The Hergé Foundation Web site is: [www.tintin.com/uk](http://www.tintin.com/uk).*

## Invitation

to an informal lunch at 1 rue Defacqz on Sat 27 October, 12.30 – 15.00.

Meet Dr Bevé Hornsby, Dr Lisa Dummer Smoch, and other trainers, and celebrate D-I-T-T's first anniversary!

Promotional packs will be available. Please reserve in advance: tel: +32-2 537 7066 or e-mail: [admin@ditt-online.org](mailto:admin@ditt-online.org).



*Dr Bevé Hornsby*

## CD-rom Roadmap to success – latest developments

D-I-T-T is consulting teachers, parents, heads of special education departments and other experts and practitioners on data input and welcomes new ideas. Evaluation would be organised through the members of the Scientific Advisory Committee and University Departments backing the project

Distinguished trainers of teachers of dyslexic students are meeting in Brussels on October 26 and 27 to discuss the training elements for the CD ROM.

In the office, volunteers Liz Scicluna and June Davey are working hard on sorting and selecting IT learning materials.

Volunteers are urgently needed to help with this task before data is submitted to the BBC in January 2002. D-I-T-T needs parents and teachers to try out and provide feedback on learning resources. Please use the questionnaire at the end of this newsletter and return by e-mail or fax. In this way D-I-T-T can establish the most effective tools and methodologies for profiling, discovering and assessing dyslexia.

In applying for funding, readers can refer to the following text taken from the D-I-T-T application to the European Commission's Socrates Programme (reply awaited).

# Dyslexia International – Roadmap to Success

## Objectives

This project will result in the production and distribution of a CD-rom that will function as a self-help learning tool for dyslexic students – from pre-school to adult. The tool will allow dyslexic learners to:

- Understand dyslexia
- Identify their individual learning style, strengths and weaknesses
- Discover practical ways to cope with dyslexia
- Develop their own self-esteem and acquire the skills and confidence they need to succeed at school and work.

The tool will also allow teachers, parents and educational psychologists to access information on dyslexia and to develop a pan-European approach to the issue.

The project aims to raise awareness of dyslexia and to highlight the positive contribution that dyslexic learners can make to society.

## Target groups

- The 37 million dyslexic European Union citizens.
- Their parents, teachers and educational psychologists.

## Main activities

D·I·T·T will work together with the BBC and a number of European universities to design and produce a CD-rom for dyslexic learners, teachers and parents.

The CD-rom will be launched officially throughout the European Union and distributed to Ministries of Education and other key users.

## Expected output

40,000 copies of the CD-rom in English, French and German.

## Pack distribution

During the summer the stock was updated to include the D·I·T·T Web site where resources, contacts and ministerial sources for each member state are outlined. This update is carried out annually by volunteers.

Apart from local deliveries, packs have gone to Singapore, Hong Kong and Thailand. The Guide is regularly used as a tool of communication between schools, parents and learners. Exciting new distribution initiatives are being developed, including e-books and the production of the Portuguese version requested by over 60 special education teachers in Portugal. The Italian version will follow.

## Marcelle Napier Award – 2001 award-winner reports



*Dr Hugo Maes is connected to the Laboratorium voor Neuropsychologie, Medical School of the Katholieke Universiteit Leuven.*

*His primary research field is computer-aided testing and remediation of initial reading in visually impaired children, impairments that originate in the brain, not in the eyes.*

### **The Project:**

Classically and in the orthopedagogic tradition, developmental dyslexia (which affects 3-8% of children of school age) is considered to be a phonological disturbance. This means that it is primarily connected with 'language', and has to do with the grapheme-phoneme link. Very recent research suggests, however, that at least some forms of dyslexia in at least some degree might be a dysfunction of the visual system in the brain, where the so-called 'dorsal' stream (the 'where'-system) is

affected. This is suggested by findings that dyslexics under perform on 'dorsal' tasks like coherent motion, spatio-temporal attention, and fast changes in the stimulus.

For several years our lab has been doing research on children with CVI (Cerebral Visual Impairment). A number of these children have brain lesions (mostly through perinatal accidents) that affect the functioning of the dorsal stream. They show 'simultaneous agnosia' (which is a spatial attention-shift disturbance), gaze dyspraxia (difficulty in directing the gaze to the proper stimulus) and poor visuo-spatial awareness. As can be expected, these deficits seriously affect the acquisition of initial technical reading at school-age, and with normal (paper) material, most of these children do read very poorly, or don't learn to read at all. For the last two years Dr Maes has been developing a software package called 'LeesLab' (Reading Lab) with a number of programs (e.g. 'Lezer' [Reader]) which addresses these problems in initial technical reading. This package is now available from a publisher, and is intended for therapists and professionals. He is also continuing to develop it as a research tool.

All these methods have been tested and found effective in the few CVI children that he has followed intensively with this program over the past two years. The hypothesis now is that at least some forms of ('classical') developmental dyslexia might show the same type of dorsal stream (as purely visual) impairments as CVI children do. So CVI should be (in part at least) a good model for dyslexia.

In this project he plans to test dyslexics with the 'Lezer' programme, and ascertain whether (hopefully) the same remedial methods of gaze control that work with CVI also work with dyslexia. If so, more modules can be added to the program which is specially tailored for developmental dyslexia (e.g. partial word occlusion). So, the original (and multilingual) part of this project is that he wants to ascertain whether purely visual (language-independent) factors contribute to dyslexia. Consequently does gaze control effectively speed up the acquisition of reading in dyslexic initial readers?

## Vision and Learning Difficulties

*The author, Keith Holland, founded the British Association of Behavioural Optometrists in 1991, and is director of a specialist practice in Cheltenham, England, dealing with the assessment and treatment of vision-related learning difficulties. He has lectured all over the world on the subject, and has been involved in many research projects. He is married with four children.*

Ever since dyslexia was first described over a century ago, the link between eye problems and reading difficulties has been suggested as a possible cause, but at the same time has been one of the most controversial areas of research. Patching one eye, wearing coloured lenses, prism lenses, eye exercises – all of these have been suggested, and all seem to be of benefit to some dyslexics. But how do you choose what to try? Hopefully, this brief article will help.

### **The Problem**

One of the difficulties with vision-related learning difficulties is that most children have normal vision and (usually) negligible refractive error. This means that they can see well at a distance and don't need glasses in the conventional sense – and so they are likely to 'pass' ordinary eyesight tests.

Individuals with vision-based reading difficulties all appear to share certain common problems, and any child with more than one or two of the following symptoms should have a careful visual assessment.

- Often lose place when reading
- Miss out words or re-read the same word
- Need to use a finger or marker to keep their place
- Quickly become tired when reading
- Experience transient blurred or double vision during close work
- Complain of words 'moving about', 'shimmering', or 'dancing' when reading
- Have difficulty copying from board down on to paper
- Complain of headache (usually around the temples) after close work
- Have poor concentration for close work
- Short and often decreasing working distance
- Continuous reading is inaccurate, yet they can read single words quite easily
- Have difficulty 'taking in' what they are reading, and have to read something several times for meaning

In addition, the following general symptoms may also suggest visual problems:

- Poor coordination at near, typically shown as bumping into, or knocking things over, yet may be good at sports.
- Reluctance to play with jigsaws and similar puzzles
- Difficulty with spatial concepts in maths
- Irregular and untidy handwriting
- Travel sickness
- A strongly phonetic pattern to spelling

## **The causes**

The causes of vision problems can be complex, but usually involve difficulties with one or more of the following skills.

### *Convergence control*

It is vital that the eyes effectively team together at near, and difficulties in maintaining accurate convergence are probably the most common single factor that optometrists identify in the reading disabled population.

### *Focusing*

Reduced focus skills make it hard to sustain attention at near and may cause blurring – or simply a tendency to ‘switch off’ when working.

### *Eye Movements*

Accurate and precise control of eye position as we move along a page of text is a very complex task, and involves a number of other key skills. Breakdown in control affects the ability to track or scan well, and cause us to lose place easily.

### *Peripheral Awareness*

At any moment in time we are only attending to a fairly small area of our visual space world, and the size of this ‘attention span’ is crucial in determining how we process and perceive information. A reduced span means more eye movements are needed, and the scope for errors is increased.

Much current research is centred around brain difficulties in integrating peripheral and central vision, and this seems to affect not only the visual system, but the auditory system as well. Deficits in this integration may have a genetic cause, and may also be affected by our diet, and it’s affect on brain chemistry. This is perhaps one of the most exciting areas for future research

## **The Solution**

The first key factor is accurate and comprehensive assessment of the difficulty. Behavioural Optometrists specialize in this (for lists see either [www.babo.co.uk](http://www.babo.co.uk) or [www.oep.org](http://www.oep.org) ).

Treatment options include

- Special lenses to stabilize focus and convergence control. Prism lenses to minimize the effects of poor convergence
- Coloured lenses to help with integration. Whilst they can reduce symptoms, they do not ‘cure’ the underlying problems and effects may be short lived.
- Exercises (vision therapy) to develop visual control, probably the most long lasting approach, and one that can change the entire system, not just affect reading

For more information, contact The British Association of Behavioural Optometrists: [www.babo.co.uk](http://www.babo.co.uk), or The College of Optometrists in Vision Development: [www.covd.org](http://www.covd.org)

Keith Holland , B.Sc, FCOptom, FCOVD, FAAO, DCLP  
*Behavioural Optometrist*

27 St. George’s Road, Cheltenham, Gloucestershire, GL50 3DT United Kingdom

Tel: 44 1242-233500

Fax: 44 1242-227686

Web site: [www.keithholland.co.uk](http://www.keithholland.co.uk)



*Honorary Board Member, computer scientist and linguist, Gabriel Bara, talks about how, after working as a classroom teacher, the new opportunities brought about by the IT revolution enticed him into the world of computing. Here he writes about:*

### **Why am I part of D·I·T·T?**

D'abord comme enseignant en éducation permanente. J'ai commencé l'enseignement par la formation continue où j'ai apprécié le souci de motivation des adultes : ils ne sont pas comme les enfants des écoles des apprenants captifs, contraints de subir tout ce qu'on veut bien leur faire subir.

Puis dans l'enseignement initial, j'ai enseigné le français et l'anglais en faisant plusieurs constats : les conditions d'enseignement par petits groupes de 12 maximum ne sont pas possibles, les acquis pédagogiques tels que ceux de la formation continue sont lents à pénétrer le monde clos de la formation initiale ; lorsqu'un enfant a des problèmes d'ordre psychologique, social ou présente des difficultés d'apprentissage telles que celles liées à la dyslexie, l'enseignant a très peu de moyens pour réagir efficacement – voire même utilement. Enfin, la révolution des nouvelles technologies en cours depuis plusieurs années est lente à toucher l'enseignement des matières traditionnelles qui bien souvent n'en font encore aucun usage.

Un jour, j'ai quitté l'enseignement pour me former à l'informatique et y travailler en utilisant mes acquis pédagogiques et linguistiques : soutien technique, traduction et localisation de documents techniques et de cours... J'ai ensuite passé plusieurs diplômes linguistiques à la Sorbonne Nouvelle avec comme ambition d'utiliser le multimédia pour faciliter l'enseignement des langues : une Maîtrise et un DEA en Phonétique couronné de félicitations pour avoir créé des applications multimédia permettant de tester comment les apprenants Japonais percevaient certaines sonorités du français.

Aujourd'hui, après avoir notamment fait des traductions techniques pour l'Unesco le Conseil de l'Europe et avoir traduit le Pack multimédia « Language Shock » ou « Le Langage Traumatisé », j'enseigne l'utilisation d'un important logiciel de développement de sites Web chez Vignette France.

C'est donc en tant que Linguiste et Informaticien que j'ai suivi avec le plus grand intérêt le brillant développement de D·I·T·T.

## What works

□ *Marianne Klees, psychologist, educational specialist in dyslexia and dyscalculia describes a Lebanese project that addresses the rights of children to an education to meet their specific needs – a multi-disciplinary approach involving the collaboration of private and public schools.*

### **Le Centre Libanais pour l'Éducation Spécialisée (CLES)**

Il y a une douzaine d'année, une mère libanaise est arrivée en Belgique avec ses deux enfants.

Elle y a trouvé la scolarisation spécialisée que nécessitait l'état de son fils qui présentait de sévères troubles d'apprentissage.

Heureuse de la réponse apportée aux besoins éducatifs de son enfant, et consciente de l'ignorance de ce type de problèmes au Liban (où la scolarité n'est pas obligatoire et très coûteuse), elle a décidé avec générosité et dynamisme, de se pencher sur le sort des enfants « oubliés » du Liban.

Nous avons rêvé ensemble d'écoles spécialisées calquées sur le modèle belge (8 types différents d'enseignement spécial) ; puis, grâce à l'aide de quelques mécènes, nos rêves sont devenus progressivement des réalités ; un centre de diagnostic et de traitement s'est ouvert en janvier 2000 à Beyrouth dans lequel travaillent des professionnelles libanaises trilingues (une psychologue, une psychosomaticienne, deux orthophonistes et une assistante sociale).

Après un diagnostic différentiel bien étayé, les enfants sont pris en traitement 1 ou 2 h par semaine dans le Centre tout en continuant à fréquenter leur école dans l'enseignement ordinaire, s'ils présentent de la dyslexie/dysorthographe/dyscalculie. Ils sont orientés ailleurs adéquatement s'ils souffrent d'une arriération mentale, de troubles sensoriels ou neurologiques, de troubles relationnels graves ou de séquelles des traumatismes de la guerre.

Quelques enfants, d'intelligence suffisante et très sévèrement dyslexiques (dysorthographiques dyscalculiques), bénéficieraient grandement de la fréquentation d'une école spécialisée de plein exercice, car ils sont actuellement en échec scolaire grave, et une remédiation partielle leur est insuffisante.

Mais ceci demanderait que nous trouvions des enseignants formés à une pédagogie individualisée et spécifique à ce type de troubles ; et/ou que nous procurions cette formation professionnelle à quelques enseignants du Liban intéressés et motivés.

Nos projets vont dans ce sens actuellement, et s'accompagnent, dans le même temps, de recherche de moyens financiers... L'espoir continue...

#### **CLES**

Centre Libanais d'Éducation Spécialisée

Rue Sodeco 1

Beyrouth

Liban

Tel : (01) 611.281

Carmen Chahine, *Présidente*

et Marianne Klees, Psychologue – Logopède, *Expert-Conseil*

Tel : (02) 346.32.95 / (02) 343.90.59, E-mail: carmenchahine@hotmail.com

compte « Les Amis du CLES »

No. 210-0755280-90 à Bruxelles

No. 10-02-252-25893-0-9 à Beyrouth

## ❑ **New book, well reviewed**

*Dyslexia and Reading; A Neuropsychological Approach*, by Dr Jean Robertson (Whurr, 2000; ISBN: 1 86156 136 9). Recommended by Prof. Dirk Bakker of the D-I-T-T Scientific Advisory Committee, and based on his Balance Model, this book is for people who want an unbiased source based on case and experimental studies.

## ❑ **Reading resource: The Carron Electronic Library**

<http://www.carr.demon.co.uk>

The Electronic Library 250 is widely used as a means of tackling and resolving the complex reading difficulties experienced by most dyslexic children. The library is suitable for children aged 8 to 16 and is available for PC only.

The library allows users to read a chapter of a title at the computer every day without the supervision or intervention of any adult – no matter how severe the child’s learning disability. This is made possible by the fact that the programme will on request, voice any unfamiliar words as they are encountered. The programme goes on to promote the internalisation of these unfamiliar words and produces a ‘book-quality’ printout of the prepared chapter which the child places in a ‘reading folder’

Subsequent to this, the child reads the prepared chapter aloud from the printout to an adult. The programme creates a stress-free reading environment in which even the poorest readers can develop higher level reading skills and most importantly, a love of books.

The books in the library are presented in six different levels of reading complexity and virtually all children find it very motivating because it provides a means by which they can access the stories. Please note these are not talking books – the programme voices individual words only if the user touches any letter key and is otherwise silent. There is a follow-on resource for children aged 11.5 or older called The Reading Comprehension Course which contains material of interest to older children only. This course works in a way which is similar to the library except that it poses a series of questions after each reading and reports to the adult/teacher on the level of child’s comprehension of the piece as well as the fluency and accuracy of their reading.

A similar Maths course is available for poor readers which manages the entire Maths learning work for younger children bringing them up to the average standard required at age 11.5 .The programme determines the content of each lesson for each individual child, focuses on weaknesses as they became apparent, reports to the parent/teacher routinely, will speak any question/comment by clicking on the question/comment, and provides practical worksheets for areas which need paper-and-pencil work.

## ❑ **Other useful links, recommended by Simon Midgley of the senco forum:**

There’s a list of Web sites at: <http://www.smidgley.co.uk/links/dyslexialinks.html>

For parents, there are the international and UK sites:

<http://www.dyslexia-parent.com/>

<http://www.dyslexia.uk.com/>

For a very comprehensive list of sites, George Row’s is hard to beat:

<http://home.clara.net/ghrow/subjects/dyslexia.html>

Also, <http://www.schwablearning.org/> is good.

And finally, there’s the DfES’s own site at <http://www.dfes.gov.uk/sen/>

## Training



### **The Dyslexia Institute, 2001–2002**

*Shirley Cramer, Chief Executive of the Dyslexia Institute gives a brief description of the programmes on offer.*

The difficulties and frustrations for families seeking the right kind of help for their children with dyslexia are similar all over the world. Too often, schools do not identify the struggling child and even when they do the teaching and resources are inadequate.

‘If you can’t learn to read, then you can’t read to learn’. This statement is just as true today as it was 30 years ago, when the Dyslexia Institute was founded by a group of concerned parents who were determined that their children would receive specialist help.

The Dyslexia Institute has grown to be the largest, independent provider of dyslexia services in the UK with 25 Centres and 165 outposts across the country. We assess over 7000 children

and adults each year and provide specialist teaching to over 3300 individuals. Our students range from early primary school to senior citizens. They all receive lessons tailored to their particular needs and their progress is regularly evaluated. Our 250 teachers work in the centres, outposts, schools and with the probation service.

The Institute has for many years trained postgraduate specialist teachers, but we have also recognised that greater numbers of teachers are needed. So in 2000 we offered our first Postgraduate Certificate in Distance Learning. This course, validated by the University of York, has proved to be extremely popular and in 2001–2002 we are expanding the numbers on the course. Our goal is that there should be a specialist teacher in each primary school.

The Dyslexia Institute  
133 Gresham Road, Staines  
Middlesex TW18 2AJ

Telephone:  
General: +44-1784 463851; Training department: +44-1784 480520  
Web site: [www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

## Money matters

### ⊕ **Special donation by Levi Strauss**

This summer £75,000 was donated by Levi Strauss Advised Fund at Charities Aid Foundation, towards the D·I·T·T CD-rom described on page 4. Thanks to this, the project will now go ahead, whilst further funding is sought through the D·I·T·T February Arts Events and other fund-raising efforts.

### ⊕ **D·I·T·T is continually indebted to**

- Pauline Key-Kairis, typographic designer
- Dave Rowan, Web Master
- all sponsors, soon to be listed on the Web site, and
- all who support D·I·T·T through their Membership and untiring voluntary work.

## Announcements

### ★ Lecture at the European Parliament

On 7 May 2002, at the invitation of D·I·T·T, Baroness Susan Greenfield, Professor of Pharmacology at the University of Oxford, will visit Brussels. She will lecture at the European Parliament on 'The brain of the future,' a topic which is especially relevant to young people as members of the generation which will carry forward new inspirations, ideas and impulses.

Professor Greenfield sees the twenty-first century as 'the century of the mind,' noting that 'the brain is everything you are.' She has published her own theory of consciousness: *Journey to the centres of the mind*. Other publications include: *The human brain*, *Brain power* and *The private life of the brain*. It is intriguing that she read psychology and philosophy at Oxford before writing her Ph.D on Pharmacology.

The connection between D·I·T·T and studies of the brain is intimate as dyslexia is a neurologically based disorder. The D·I·T·T mission is to bring to full awareness the problems associated with dyslexia within the educational systems of the EU member states and beyond, and to improve remedial help by making effective assessment and training available to all.

For further information about the lecture, please contact the D·I·T·T offices.

### ★ Portuguese version of the Guide

In response to over 65 orders, D·I·T·T will now go to print. Material by Portuguese experts is included.

### ★ Christmas cards

Quentin Blake has generously said we may use one of his drawings for our Christmas card. All funds raised to D·I·T·T running costs. Order forms will be distributed later this month.



---

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

---



## 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](http://www.ditt-online.org)

E-mail: [admin@ditt-online.org](mailto:admin@ditt-online.org)

Bank account: 310-158 1288-80

Patron: Her Royal Highness Princess Margaretha of Liechtenstein

### Tools & resources evaluation questionnaire

D-I-T-T is seeking feedback from dyslexic learners, educational professionals, and others who have been using various software or other learning/teaching resources.

This information will be used to build a catalogue of selected resources, which will be part of the forthcoming CD-rom: *Roadmap to Success* to be produced by the BBC for D-I-T-T.

**Please note that this questionnaire should only be used in relation to learners who have been formally diagnosed as dyslexic**

Assessor \_\_\_\_\_

Address \_\_\_\_\_

Contact Nos. \_\_\_\_\_

E-mail address \_\_\_\_\_

In what capacity do you work with these resources?

dyslexic learner  teacher

parent  psychologist

other \_\_\_\_\_

#### Details of the tool/resource:

Title \_\_\_\_\_

Publisher \_\_\_\_\_

Purpose \_\_\_\_\_

Target age: Pre-school  Secondary

Primary  Adult

Approach: Visual (pictures / diagrams)

Audio (sound)

Motor (touch / smell / taste)

*continued on next page*

