



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

Bank account: 310-158 1288-80

Patron: Her Royal Highness Princess Margaretha of Liechtenstein

Newsletter

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An important new multimedia pack in Flemish



Infopakket: Eerste hulp bij leerstoornissen

‘He is clever but lazy’

De Standaard, Thursday 8 November 2001, reports that dyslexics still have to fight for understanding and help at school for their hidden problem.

Het infopakket bevat de aangrijpende video ‘Ik heet niet dom’, de informatieve CD-ROM ‘Leerstoornissen’ en een handige gebruiksgids met tips en checklists.

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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Belangrijkste voordelen

- leerrijke video speelduur 40 min.
- volledig overzicht van alle leerstoornissen op CD-ROM
- printklare artikels, vrij te gebruiken binnen de school of vereniging
- handige tips voor gebruik van het Infopakket op school, voor gebruik in de klas, met ouders en voor een studievoormiddag

Prijs €37.5

The information-pack *First help for learning disturbances of normally gifted children* was launched on Wednesday 7 November 2001 in Brussels. Mainly funded by CERA-Foundation and the Flemish Ministry of Education, this handsomely-produced multimedia pack, *Eerste hulp bij Leerstoornissen bij normaal begaafde kinderen* – video, CD-ROM and documentation was distributed free of charge that same day to all Flemish schools and special education centres in Belgium. It can also be purchased for €35 via: info@dieslektikus.be, or via the Web site: www.dieslektikus.be.

Anny Cooreman is one of the key people involved in producing this pack. She is a founder member and director of the Eureka school for gifted children with school problems and learning disturbances at Kessel-Lo near Leuven, and board member of the organisation 'Die-'s-lekti-kus' who supported the project.

Gudrun Dziallas represented D·I·T·T at the launch at which it was announced that the Flemish Minister of Education was considering further funding for teachers to attend training courses on the detection and treatment of children with special needs.

D·I·T·T is helping with the translation of the video initially into English. D·I·T·T's own CD-ROM *Roadmap to Success* will certainly make reference to this excellent resource.

Congratulations to all those who have worked on this project!

Celebrations and Congratulations

Birthday Brainstorm:

Training – Formation – Lehrerausbildung

Celebrating its first year of existence, D·I·T·T welcomed English, French, German and Dutch speaking expert trainers in teaching dyslexic learners on 26-27 October 2001 – a two-day gathering to share ideas and concerns about what assessment and training is available in the languages in which it is proposed to produce the first CD-ROM.

Margaret Rooms of the Dyslexia Institute UK, Bevé Hornsby of the Hornsby International Centre, Dr Lisa Dummer Smoch from Germany, Marianne Klees for French-speaking Belgium, Sue Flohr of the British Dyslexia Association and Felicity Patterson from Luxembourg who is developing a module on multilingualism with Manchester University for September 2002 met D·I·T·T Members, Petra Zollner, Susan van Alsenoy, Gudrun Dziallas and Judith Sanson to liaise over the CD-ROM on the Friday sessions. Anny Cooreman of Eureka School for dyslexic children joined at the Saturday afternoon reception.

See the next page for a collage of pictures taken that day....



The following article is an extract from notes taken on the day by Petra Zollner

Two key topics raised at the public discussion were:

1 The dyslexic learner and second language learning

A Finnish member of D·I·T·T felt that coming from a trilingual family the theory that dyslexic children should stick to one language was unacceptable. Learning only one language won't help to get English 'right'. The point made in the *Language Shock* video however is that profusion can lead to confusion: hence Professor Beheydt's quote '*one person, one language.*'

In another D·I·T·T family where the parents were Spanish and English and the children attended Flemish- and French-speaking schools, switching from one language to another was putting so much stress on the youngest dyslexic daughter the family agreed to restrict themselves to French only, despite the fact that this was not the mother tongue for either the mother or the father.

Bevé Hornsby stated that there was no evidence that dyslexics can't learn other languages, and that they will then be dyslexic in terms of written skills in every language. This point was modified by the comment that in learning a second language synthetically, putting it together through a cognitive analytical rather than the immersion approach, dyslexic students could often get a better grasp of the second language, and a firmer grip on the first language too.

In learning a second/third language, Anny Cooreman suggested teachers should clarify from the start why the dyslexic student wanted to learn a language. This was the key to motivation. In her school for dyslexic learners, students were taught through methods that would not allow them to make a mistake in the first place – so that there would be no chance of their once again having to face habitual failure. In her experience it would take at least 6 weeks for students to get used to new sounds and a further two 2 months to build self-confidence. Bevé Hornsby stressed that it was important to reduce any stress and keep to a structured approach.

Responding to a question from Vesalius College, Anny said teachers right from the start should use those texts students would ultimately be expected to produce. This was important, as was learning to word search for words and alternative vocabulary with a dictionary, and seeing examples of well-written texts.

Dyslexic students would often need to be taught how to make a sentence with a set number of words. If not, they might tend to produce a rather minimal text for which an examiner might be hard put to award marks. Good ideas for the beginning and ending of a piece of writing should be worked out first, and then work could be done on linking and associating the two. Key vocabulary and concepts should be learned in advance and students could be taught to take a visual photograph of keywords.

Anny made the point that students must be clear as to how their teachers think and what their expectations are, so that they stand a chance of meeting them.

Different approaches were mentioned: the phonics versus the non-phonics approach – one participant claiming the phonic approach did not work for her son. The symbols without meaning did not stick. Bevé Hornsby suggested this meant phonics were being poorly taught: the dyslexic student's learning style should be accessed through multi-sensory techniques. Phonics can be taught within short sentences that do have meaning.

Learners have an 'emotional' or 'affective' language and if overly stressed will refuse to speak another language. Further discussion focused on teaching languages from a very young age – the fact that the UK literacy hour had outlined all the ingredients but these were introduced too rapidly. Margaret Rooms made the point that teaching methodology that is good for dyslexic learners is good for everyone and improves results across the board.

2 Teacher training – distance learning

Distance learning courses were often the only option for teachers in the international setting, moving from one place to another and without access to local training in their own language.

Margaret Rooms described the Dyslexia Institute's post-graduate distance learning certificate course, accredited by York University, that looks into theoretical background and research into dyslexia, and includes a practical course-book and tapes with CDs on units of sound. It was designed to foster independence. To qualify for grants for the course teachers must be UK-funded.

Judith Sanson spoke about the Hornsby course, accredited by Cheltenham and Gloucester which she had followed here in Brussels, linked to a UK tutor. Training was thorough in theory and practice in assessing and teaching dyslexic students at all levels. Bevé Hornsby spoke of the Hornsby Resource Centre – its on-going programme of training and resources.

Anny Cooreman runs local training in Belgium. Two of her prime aims are: to make society more aware of dyslexia, and to develop easy techniques for non-professionals to cope with dyslexia.

D·I·T·T's two Honorary Board Members, Lisa Dummer Smoch from Germany, and French-speaking Marianne Klees, distinguished authors and practitioners in assessment, remediation and training, both spoke at the Friday afternoon workshop sessions about the advantages and shortcomings of provisions and training in their national and local authority educational systems.

On Saturday Lisa Dummer Smoch expanded on the importance of going from one success to another with the dyslexic learner and making sense through stories that capture the imagination, games and nonsense rhymes in rehearsing phonic work. Systematic teacher-training through distance learning courses that address the needs of dyslexic learners still has to be developed in Germany.

Projects

CD-ROM – *Roadmap to success*

Where you come in!

Volunteers June Davey and Liz Scicluna who have been assembling a bank of software and web site references, invite you to send in your opinions on software and any other aids and resources that you have found especially useful – that might help other dyslexic learners too!

Six D·I·T·T questionnaires filled in by end December wins you a Tie Rack surprise scarf or tie!
The questionnaire is available on our Web site (see pages 13-14 of the Autumn Newsletter, available on www.ditt-online.org), or please contact our office.

Funding: Socrates accompanying measures

On 26 November 2001, the European Commission wrote to say that D·I·T·T's application had been turned down as it was not considered to be innovative and further information was needed on content. The partnership that includes three universities and the BBC, besides Leuven, Mons and Aix-en-Provence where our prize-winning researchers work, were commended. It was suggested that we submit the same application with more information in February 2002.

D·I·T·T is now appealing to Ministries who have shown an interest and other funding bodies. We hope eventually to have full cooperation from all genuinely concerned to provide equal opportunities at school and work for dyslexic learners.

Pack distribution

To celebrate UK Dyslexia Week and the European Year of Languages, D·I·T·T presented complimentary copies to all Members of the European Parliament Culture, Youth, Education, the Media and Sport Committee, thanks to MEP Barbara O'Toole, Committee member, and her PA Sabine Frank.

Promotional copies were also given to Michael Ryan, Deputy Representative, Board of Governors to the European Schools, to present to all the inspectors on 20 November.

In each case, feedback was invited on a questionnaire, and the whole purpose of the pack in helping teachers to teach, learners to learn and all concerned to share and understand was clearly explained.

Gudrun Dziallas gave out a further 60 Guides in German to the Eupen Round Table. This group has championed a dyslexic child urgently in need of extra remedial help but unable to pay the charges, and is very active in the German-speaking region of Belgium.

Awareness raising

Meetings with ministries and school heads

Thanks to the European Dyslexia Association's Michel Kalmar, Board Member and Representative of the Austrian Dyslexia Association, Judith Sanson met Magda Klein-Strasser who had kindly organised a meeting with Dr Gerhard Krotzl of the Austrian Bundesministerium für Unterricht und Kulturelle Angelegenheiten in Vienna, at which useful information was exchanged.

Conferences

D·I·T·T members brought the Pack to conferences hosted by the European Council of International Schools in The Hague and the European Child Welfare Forum. D·I·T·T Members were present at two conferences by the European Agency for Special Needs Development (Brussels and Paris).

Membership and D·I·T·T greetings cards

Both make the ideal Christmas present! D·I·T·T invites readers to give a present of the D·I·T·T Membership.

Membership application and greetings card order forms are included at the end of this Newsletter – to subscribe or order on behalf of another person, simply enter their name and address on the form.

Simply by buying packs of our brightly-coloured, all-purpose greetings cards, illustrated by Quentin Blake, as gifts or for your own personal use, you will help D·I·T·T's all-volunteer efforts.

Marcelle Napier Research Award

Dr Hugo Maes, winner of the Marcelle Napier award, has been presented with the second part of the prize money due.

Profile



D·I·T·T Board Member Ian Smythe

Ian Smythe, a dyslexia consultant, works on specific learning difficulties in different language and cultural environments. His international work developed out of his PhD research into cognitive differences in dyslexics in different languages. This included dyslexia projects funded by the European Union, UK trusts and the Welsh Assembly.

He has worked with foreign governments including the Hong Kong Education Department and also non-governmental organisations – conducting workshops, lectures and seminars

around the world with dyslexia teaching organisations and local support groups. His papers and seminars address assessment, multilingual aspects and policy developments.

His research complements a sound practical base as he works closely with national bodies such as the UK Adult Dyslexia Organisation, the National Dyslexia Association of Brazil and the British Dyslexia Association whose manual, the BDA Dyslexia Handbook he devised.

His research tools, the International Cognitive Profiling Test (formerly the International Dyslexia Test), has now been translated and modified to many languages including Cantonese, English, Filipino, Hungarian, Japanese, Malay, Mandarin, Polish, Portuguese, Russian, Spanish, Swedish, Thai and Welsh. His multilingual research includes English/Chinese, Hungarian/Romanian, English/Welsh, English/Sylheti and English/Gujerati. A number of related computer and web products are also under development. He has designed and produced CDs as resources for parents and teachers in Hong Kong, bilingual versions in Wales, and multilingual versions for various communities in England.

Ian is the Director of Research and Development of the Welsh Dyslexia Project

Good practice – global glances

Dubai

Philippa Bodien obtained a degree in experimental psychology and trained to teach the infant age range. She first taught for a year in a family-grouped, team-teaching, open-plan primary school in London. Later, whilst working as a remedial teacher in a secondary school in the Midlands, she became aware of the need for assessment and provision for underachieving children. Subsequent experience led, in Dubai, to the Hornsby correspondence course and the opportunity to teach and learn from dyslexic children. Here she writes about The Dyslexia Unit at Jumeirah Primary School, Dubai, of which she is Head.

Jumeirah Primary School is a British curriculum expatriate school in Dubai, the United Arab Emirates. The dyslexia unit was set up in 1998. In June 2001 the school roll was 650 from KG 1 to Grade 6 and there were 63 children enrolled in the dyslexia unit, with a team of three full-time dyslexia-qualified teachers. The objectives of the unit are to build confidence and self-esteem, raise literacy attainment levels in reading, vocabulary, comprehension, spelling, handwriting and writing of text and to encourage the development of IT skills, touch typing and study skills.

Lessons are taught by dyslexia-trained teachers on a one-to-one basis with one of the parents as a silent observer. Most children have one forty-minute lesson with a teacher per week. All the dyslexic children are withdrawn from the twice-weekly Arabic lessons. If the timetable is so full that a teacher is not available during this time then an alternative, such as a spelling lesson, will be arranged with the class teacher. If necessary children will also be withdrawn from French. Disruption to other mainstream lessons is kept to an absolute minimum. The balance of lessons that are not teacher-led are supported by the parents, with a few children studying independently.

The relationship between the parents, specialist teacher and class teacher is highly valued. Parents are considered to be equal partners in the intervention. Each child has two ring folders; one for the teacher to file records, lesson plans and test papers and one for the parents and child to file the child's work. Individual Education Plans are written by the specialist teacher termly and copied to both parent and class teacher. Lesson plans are written on a lesson-by-lesson basis. Detailed records are kept in the teacher's file together with an outline syllabus and an equipment and resources list. The parent observes the lesson and contributes if invited to by the teacher. The main aim is to demonstrate both the content and the methods used in the lesson. Parents soon learn the importance of overlearning, eliciting information, allowing the child to process at their own speed, positive reinforcement and so on. They greatly appreciate being informed and involved and are a willing and wonderful resource in reinforcing the teaching aims of the unit.

Progress in reading and spelling is assessed using standardised tests at six monthly intervals. Frequent informal discussions with the parents and half-termly meetings with the year group teachers, as well as a monthly meeting of the dyslexia unit teachers, learning support teacher, head and deputy head aim to ensure that the children's all-round progress is carefully monitored. One year 3 child wrote of their progress,

'I used to do Arabic. Then I started to write backwards so I had to go to the Dyslexia Unit and now I do not write backwards. I have learned a lot of things from the Dyslexia Unit. I used to be reading the little books but now I am on the top shelf.'

One of the main side effects of close parental involvement is the reduction of stress within the family. When a difficulty such as dyslexia is identified by an Educational Psychologist and remediated professionally, the anxiety of seeing their child fail, not knowing why or what to do about it is greatly alleviated. This generally has a superb and beneficial effect on the child's own emotional, academic and social health. Parental feedback supports this:

'We arrived in Dubai and [our daughter's] problems were picked up very quickly... and [she was] diagnosed dyslexic. [She] has been working with the Dyslexia Unit for 8 months now and the improvement in all areas has been nothing short of miraculous...'

'Within six weeks of attending remedial dyslexia teaching classes we saw a remarkable change in our son's behaviour. Gone was the 'I am stupid' mind set, to be replaced with 'I am not stupid. I am dyslexic.' ... It has been a great relief for me and my husband to witness our son grow in confidence, become an extrovert, and knowingly put himself in situations where his lack of mastery of reading would be uncovered. Coupled with the growth in his self-confidence has been his acquired determination that dyslexia will not hold him back...'

'We have two children attending the JPS unit; my son for two years and my daughter for one year. The improvement my husband and I have seen in our children is remarkable. They are now very happy and confident children who seem perfectly at ease with their academic ability. We feel the relaxed and caring approach to teaching in the Unit has helped our children realise that they are just as intelligent as any other child attending the school, which is something we are all extremely grateful for.'

Japan

Profile of Eiko Todo, mother of a Japanese dyslexic child. Extracts from an article in The Japan Times of 10 November 2001, by Vivienne Kenrick

According to Eiko Todo, there are thousands of children in Japan suffering from unrecognised dyslexia. And even after it is recognised, the children have practically no support from teachers or local education authorities. She speaks with feeling as her own son is dyslexic and went without any recognition or attention to his specific learning difficulties for 16 years. In primary school, he had difficulty following orders and keeping rules: 'Rules are paramount in Japan' she says.

The other children told him he was weird; the teachers said he was lazy.

In fact the boy had a high intelligence. He could come up with good ideas, but rarely expressed them well. 'As parents, we couldn't understand why he had so much difficulty acquiring writing skills, and later why he made so many mistakes in simple calculation when he could understand complex mathematical theories. We had a lot of trouble.'

Two years ago, Eiko and her husband sent their son, then 16, to school in England where he was diagnosed. In the UK teachers are expected to recognize dyslexia very early: parents can sue them if they miss any cases, and teachers are trained to give support. 'My son grew in confidence so that now he is in the second year of the sixth form preparing for his A-level exams, and looking forward to going to university. He is very artistic, and wants perhaps to work in design and environmental architecture.'

As the child of a diplomat, Eiko herself coped with added pressures as the family moved around the world to different postings. Before the age of 11, she had already lived in France, Italy and Belgium. 'I spoke French, and went to international schools where I also studied Latin and Greek,' she said. 'There was chaos in my head. But it did me good, as later I became an interpreter and translator.'

Two years ago, Eiko started researching dyslexia. 'I began with Web sites and I was surprised that there was not a single page mentioning the word 'dyslexia' on Japanese Web sites, whereas there were many helpful American and British pages. Through a friend I discovered that in Japan this condition is described as a 'learning disability.' The Ministry of Education has just begun a survey to find out how many LDs there are in Japan, giving LD and dyslexia the same definition – making no distinction.

Now, finally, Eiko has established the Japan Dyslexic Society which, after considerable effort, is registered officially. 'We want to give as much support as possible, and are trying to come up with the right materials for teaching the teachers and teaching mothers. We want to spread understanding about the abilities of dyslexic children, to introduce easy and affordable screening tests to detect dyslexia, and to develop educational materials. We have organised a study session at the House of Representatives with the media, teachers, educational specialists, officers from the Ministry of Education, doctors, parents and others concerned.'

Eiko is planning to tour Japan by caravan and present relevant dramas. 'The time is right,' she says, 'People are beginning to understand. My son suffered a lot at school because of the lack of awareness. If his dyslexia had been recognised, he could have been given support as part of the school system, in the classroom. Dyslexic children with high IQs often compensate by devising their own study methods. Those who do not may have to be taught. We have ordinary children and extraordinary children, and they should all be treated equally – have an equal opportunity.'

For more information, see www.todoplan.co.jp/LD or www.todoplan.co.jp/dyslexia.

What works

The Senco Forum by *Philippa Bodien*

To quote from the welcome e-mail I received in 1999 when I first became a member of the Senco Forum, 'Senco-forum is a UK-based world-wide discussion forum for the special needs community. This list is for Special Needs Co-ordinators, those in local authority services and others involved in supporting pupils with special education needs. Its aim is to provide a forum for Special Educational Needs Co-ordinators (SENCOs) to share ideas and expertise in supporting pupils with special educational needs and to be of use to Institutions of higher education, LEAs and other agencies providing initial and further professional development involved in special education. The list was originally set up in January 1996 and currently boasts over 900 members.'

As Head of the Dyslexia Unit at an independent school in Dubai, the United Arab Emirates, this description seemed to fit my needs. Here was a chance for two-way interaction with 'colleagues' at my convenience and on subjects of my choosing. It seemed too good to be true.

There is a wealth of expertise out there – it just flooded in. I soon became master of the delete button when the information was too specific to the UK but more often than not filed away snippets of useful information in folders on a zip disc. As SEN enquiries came in from the wider community I was able to offer information in areas in which I have no expertise. The saved e-mails, however, directed the enquirers to those with the expertise and to relevant resources; the feedback I received was very appreciative.

My own professional development has been furthered through the Senco forum. I became a Mentor for SEMERC for the SEN NOF project to encourage the use of IT in the classroom. Dr Martin Miles and I made contact and consequently set up workshops on Accelerated Accelwrite and Voice Activated Software.

The forum has also been invaluable in accessing information on demand. A query placed on the forum, such as, 'What phonic based reading books are available?' harvests replies within hours. Information, resources and suppliers are easily located, replacing weeks of independent sleuthing. Numerous questions have been answered speedily. I have tried to repay in kind by offering contributions as and when I feel my expertise is relevant.

The forum has become a community of sorts. The contributors are supportive, informed, amusing, friendly and helpful. Many of us have 'known' each other for a while now and are Internet friends. I would not be without it. To join SENCO-forum automated e-mailing discussion: send the following message – 'subscribe senco-forum' – with blank subject and no signature, to: majordomo@ngfl.gov.uk.

Dyslexia and Second Language Learning

Misty Adoniou, an Australian teaching in Athens has been asked to write a book on this topic by Cambridge University Press. Readers of the EFL Gazette will have seen her article on the subject: *There's more to dyslexia than meets the eye*, where she discusses the problems of learning English versus the problems of learning, and mentions the sobering fact that special education classes are known to feature a notoriously high proportion of non-native speakers. She speaks of the dearth of practical advice in this subject area and where the structured LD approach conflicts with flexibility and lack of predictability in presenting materials.

There is very little literature on teaching strategies to use for EFL students with learning difficulties. However, the native-speaking LD literature has some suggestions which are likely to be relevant for EFL too:

- Use multisensory teaching techniques, ie visual, kinaesthetic and auditory.
- Plan lessons around the learning styles of your students – offer a choice of assessment tasks that reflect these learning styles.
- Allow extra time for responses (both oral and written) and the completion of home work and tasks.
- Allow extra time for copying from the blackboard, don't write tasks up at the last minute – handouts are a better option.
- Repeat instructions and ask students to repeat them back.
- Look at the students when you speak to them – don't talk to the board as you write.
- Give instructions in small doses, no more than two oral instructions at a time.
- Give clear handouts, use the same font and don't background visuals that may distract, like text superimposed on photos.
- Allow students to tape class-work.
- Use visuals, diagrams, charts, etc, to illustrate language.
- Don't ask students to read unseen texts out loud in class.
- Give new information more than once.
- Read material out loud.
- Write neatly on the board, use coloured chalks or markers to emphasis different sections.
- Give study notes, models and guided outlines for projects and writing assignments
- Insist on drafts of written work with deadlines.
- Minimise noise and visual distractions from outside the classroom including flickering light-bulbs
- After giving an assignment, ask the student to retell what he has to do.
- Give shorter spelling lists and shorter essay tasks.
- Use visual cues like highlighting or underlining.
- Use games or songs that encourage repetition.
- Put three lines of spaces between test questions.
- Allow a dictionary at all times even during tests.
- Use continuous portfolio assessment in preference to tests and include non-print based assessment tasks.

Books – D·I·T·T Scientific Advisory Committee member, Professor Dirk Bakker, writes:

Pathways to Prominence in Neuropsychology; Reflections of 20th Century Pioneers to be published by Psychology Press (Philadelphia & London) early in 2002. It has chapters by/on Luria, Sperry, Pribram, Rourke, Spreen, and others. My own chapter is entitled 'Teaching the Brain' and deals with the aetiology, classification and treatment of dyslexia. Although I have not yet seen their chapters, I expect that Spreen and Rourke too have quite a lot to say about dyslexia and learning problems in general.

Another book I would like to mention concerns a dissertation by Menno van der Schoot, defended at the Free University in Amsterdam some two weeks ago. Entitled *Dyslexia and Inhibition: A Behavioural and Electrophysiological Examination*, it is a fine and important book. Dr van der Schoot is at the Free University Department of Clinical Neuropsychology Amsterdam.

Finally, in the process of being published by John Wiley & Sons (Chichester Sussex, UK) is: *Dyslexia and Literacy: An Introduction to Theory and Practice*. The Editors are Drs Gavin Reid & Janice Wearmouth. It has a chapter by Jean Robertson & Dirk Bakker on *The Balance Model of Reading*.

Announcements

★ **Book now** for Baroness Susan Greenfield invited by D·I·T·T to visit Brussels on May 7th 2002 to speak on *The Brain of the Future*. June Davey, who is organizing the event, writes, 'Baroness Greenfield is an enthusiastic example of the Pope's exhortation that the proper study of mankind is man.'

★ **BETT Educational Technology Show**, Olympia, London, 9-12 January 2002

Over 500 leading educational suppliers covering all curriculum areas and subjects will exhibit, and there will be a seminar programme focusing on current issues in ICT.

Ticket hot-line: Tel: +44 870 429 4574, BETT on the Net: www.bettshow.com

Information from: BDA volunteer JeanHutchins@compuserve.com

★ **Lese-Rechtschreibschwäche ist eine Realität !**

Ein Vortrag auf Deutsch von Elke Schneider

Dienstag, 8. Januar um 19h30 im Salle des Fêtes, Am Duerf, Weimerskirch – vor der Kirche, rue de Kirchberg (Fond Saint-Martin) – Luxembourg

Neueste Informationen zu Ursachen, Symptomatik und Therapie von Legasthenie.

Elke Schneider ist Professor für Lese-Rechtschreiberwerb an der Universität SUNY Fredonia im US Bundesstaat New York. Dort leitet sie eine Leseklinik für legasthene Kinder im Rahmen eines Lehrerausbildungsprogramms und entwickelte ein Sprachlernprogramm für legasthene Deutschlerner (MSML: multisensorisch strukturiertes, metakognitives Lernen), das sie in den USA mit Fremdsprachenlernern anwendet. Dr. Schneider publiziert zu Themen von mutter- und fremdsprachlichem Spracherwerb und Legasthenie mit Schwerpunkt auf Deutsch und Englisch.

Info: Louise McDowell 40 00 51 or Diane Dalrymple 31 78 10

Eintritt €8, Dyspel-Mitglieder €5, Pädagogik-Studenten frei

★ **Post-Graduate Certificate in Teaching Multilingual Dyslexic Children, Students and Adults**

Start Date: September, 2002. Part of the Continuing Professional Development programme of the Manchester Metropolitan University, UK, to be taught on an out-centre basis in Luxembourg. The course is open to all qualified teachers with a minimum of 3 years relevant teaching experience and to other appropriately qualified professionals. Applicants must have access to working with dyslexic pupils or young adults.

English, French and German teachers will follow existing language and literacy training programmes for dyslexic pupils in their own language. Teachers speaking other mother-tongues may normally develop such a programme in their own language as part of their coursework

Contacts:

Manchester Metropolitan University:

Mike Johnson, Principal Lecturer, Leader, Centre for Inclusive Education and SEN. Tel: +44 161 247 2060; e-mail: m.c.johnson@mmu.ac.uk

In Luxembourg:

Felicity Patterson, e-mail: Felplux@cs.com, tel: +352 26 36 06 22

Carol McCarthy, *Dyspel* e-mail: mccarth@pt.lu, tel: +352 35 97 68

Reflections – a poem by Martin Luther King

Kein Problem wird gelöst, wenn wir träge darauf warten, dass ein Zuständiger sich darum kümmert.	No problem will be solved, if we laze around, waiting for somebody else to take care of it..	Aucun problème peut être résolu en attendant inerte- ment la personne compétente qui va s'en occuper.
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Christmas Greetings

The Executive and everyone at the Brussels office offer you our warmest wishes and many thanks for your on-going practical support. D·I·T·T Members might like to ask us to send on their free gifts from under the Christmas tree – on request



Merry
Christmas and
Happy
New Year from
Dyslexia International Tools
& Technologies
Merry Christmas and Happy
New Year
from Dyslexia International Tools
and Technologies Merry Christmas and
a Happy New Year
from Dyslexia International Tools and
Technologies Merry Christmas and a Happy
New Year from Dyslexia
International Tools and Technologies
Merry Christmas and a Happy New Year
from Dyslexia International Tools and Technologies

D·I·T·T
2001
2002

Christmas presents under the tree:

- * One free promotional copy of the Multi Media Pack English/ French/German
- * *Hello Europe* CD-ROMs (see D·I·T·T Newsletter No.1)
- * A Tie Rack Special Gift – for the first ten to fill out and return our questionnaire, on the software you find useful with or as a dyslexic learner, by December 31. Don't miss out!

Edited by Daniel Offori, Petra Zollner and Judith Sanson



Dyslexia International – Tools and Technologies ASBL
building learning abilities

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B-1000 Brussels, Belgium E-mail: admin@ditt-online.org
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