



## Dyslexia International – Tools and Technologies ASBL

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# Newsletter

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## Brain dame dazzles Brussels



Meeting of minds: Special guest Professor Susan Greenfield examines the brain with D-I-T-T advisor Professor Dirk Bakker at the Belgian Royal Institute of Natural Sciences.

More than 300 people, including pupils from Brussels' multi-lingual schools, attended a talk on 7 May by world-renowned brain scientist Baroness Susan Greenfield to mark D-I-T-T's first full-year AGM.

Introducing the event, Princess Margaretha, D-I-T-T's Patron, said: 'D-I-T-T sets out to help dyslexic learners, their families and teachers to succeed. Its hard-working volunteers are now focusing their energies on developing a new self-help learning tool with the support of its enthusiastic members and sponsors.'

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

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## Relive Susan's brain experience



Royal seal of approval: Princess Margaretha greets the Professor at the European Parliament.

Princess Margaretha stressed the importance of research into the brain and furthering the quest to help dyslexic learners, in her introductory speech at the D·I·T·T Open Forum.

Recognising the need for a whole programme of work and research, she added: 'We know that people think and learn in different ways, dyslexic or non-dyslexic, and that's why it is important for us to understand – as parents, teachers and learners – what scientists discover about our brains and how they operate differently, so that in Baroness Greenfield's own words, *we will all be more able to respect individuality in others and celebrate it in ourselves.*'

The speaker, who had earlier visited the Royal Belgian Institute of Natural Sciences' 'Brain in Action' exhibition, took a number of questions from the floor after her talk on 'the Brain of the Future' on topics such as designer drugs, brain transplants and mapping the human genome.

Afterwards, she joined volunteers for a relaxing meal in the Place de Luxembourg overlooking the European Parliament buildings.

- Visit [www.ditt-online.org/Events.htm](http://www.ditt-online.org/Events.htm) to see more of photographer Christian Lambiotte's coverage of the event. A special souvenir on-line photo album, to include captions and slide illustrations used by Baroness Greenfield, is being developed by typographic designer Pauline Key-Kairis.
- A limited number of lending videos of 'The Brain of the Future' at the European Parliament is available on a first-come-first-served basis from the D·I·T·T office – call +32-2 537 70 66.

### What the papers said...

A double-page spread in Brussels' newsweekly magazine, the *Bulletin*, not only ensured that the Susan Greenfield talk was oversubscribed – sadly many applicants for tickets had to be turned down – but it also helped raise awareness of dyslexia and D·I·T·T's work.

The event was warmly supported by a range of dyslexia organisations across Europe, with coverage by APEDA in France as well as reports on the European Schoolnet Web site in French, Italian, Dutch and German.

Speaking after the talk, Dr Eleonora Teixeira da Costa-Rossoll of the Austrian Children and Youth Group in Brussels said: 'A most heartfelt thank you for the brilliant organisation of last week's conference by Baroness Greenfield at the European Parliament. The information we received was most interesting and we will make sure to pass it on to our members.'

## Oxford dyslexia supremo to visit



Pioneer professor: John Stein of Oxford University

*Top dyslexia expert John Stein of Oxford University will speak at D·I·T·T's Annual Open Forum in Brussels next year on Wednesday 7 May 2003.*

As Professor of Physiology, he has dedicated years of research into the links between dyslexia and eye control.

Trained as a clinical neurologist and a fellow and tutor of medicine and physiological sciences at Magdalen College since 1970, Professor Stein has carried out extensive research on visual guidance of eye and limb movements in neurological patients and dyslexics.

He began to study the role of eye control in dyslexics in 1978, and has been pursuing the hypothesis that dyslexics' problems result from impaired low-level perceptual visuomotor and auditory processing that is caused by abnormal development of magnocellular neurones in the brain. He believes their development is determined by a combination of genetic, immunological and nutritional factors. More recently, he has examined the effect of fish oil supplements on visual processing.

## Highlights from a mile-high conference

*Hobnobbing with the very cream of America's teachers, specialists and politicians, D·I·T·T supporter Susan van Alsenoy reports from the dizzy heights of Denver, Colorado on the Learning Disabilities Conference earlier this year:*

The rarified atmosphere was created not only by the altitude, but also by the presence of so many U.S. leaders in the field of LD... that's learning-differently for me, learning disabilities for others.

This was the air that one breathed upon arrival at the Adam's Mark Hotel, located right in the centre of downtown Denver but still within view of the Rocky Mountains. Not only were parents, teachers, and specialists on hand, but also some members of the Bush administration. For without politicians there are no laws, and without laws there is no power.

Like most conferences, it was too much, too quickly, in too short a time. But it was not to be missed, and I'm extremely grateful to have been able to be a participant and, in addition, to represent D·I·T·T.

Broken up over two days was a four-hour time slot entitled 'Table Talk for Teachers' where you could visit various areas of the massive ballroom where master teachers were demonstrating some of their especially successful techniques. There were also 'Table Talk for Parents' sessions.

Two research poster presentations held in the halls outside the lecture rooms gave us a chance to become acquainted with current research projects covering the whole gamut of LD.

For the entire first day I attended sessions concerned with genetic and environmental factors in learning disabilities and whether or not they can be prevented. Topics included thyroid hormone and brain development, exposures to lead and other heavy metals and pesticides, and developmental neurotoxicity

testing, which looked at protecting the developing brain. We have not been good custodians of our environment, and our children and grandchildren are paying the price. This is a critical issue for the whole world. Pollution knows no borders.

The next morning saw me in a workshop dealing with assessment issues in early childhood. The afternoon was one of the highlights of the conference for me when I was able to attend a lecture given by Richard Lavoie of award winning, *How Difficult Can This Be?*, F.A.T. City workshop fame. His topic this time was 'On the Waterbed: The Special Needs Child in the Family.'

He graphically illustrated how the existence of a LD problem in one member of the family impacts on all members, how parents and siblings are challenged and how they can help and support each other. As he explained at the beginning of his talk, 'Our field has only recently come to realize that the child with special needs often exacts a tremendous emotional toll on parents. Many practitioners now feel that the parental reaction to the diagnosis of ADD or LD is more severe and more pronounced than to any other type of exceptionality.'

The last highlight concerns an exceptional young man, Jonathan Mooney, noted author, speaker and Truman Scholar. At the end of a demanding conference and at the end of a very large President's Banquet, most attendee's thoughts turn immediately to sleep, and it would certainly be a tribute to any speaker to keep us awake beyond the opening comments.

However when Jonathan took the floor no one's eyes drooped: they were too busy following this frantic, pacing figure as he demonstrated for us what it is like to be 'a case study in cognitive diversity.' Jonathan, severely ADHD and dyslexic himself, graduated *summa cum laude* from Brown, one of the top 10 universities in the USA. His book, *Learning Outside the Lines*, gives students the tools for academic success and, perhaps even more importantly, educational revolution. I purchased this book at the conference and highly recommend it.

- Susan van Alsenoy is the educational support committee chair for the Federation of American Women's Clubs Overseas, the administrative director of ASChiLD (Association Supporting Children who Learn Differently) and a learning support assistant at the Antwerp British School.
- For more information about the conference, contact Susan at [s.van.alsenoy@pandora.be](mailto:s.van.alsenoy@pandora.be).

## Dyslexics find fortune's favour

Check out a recent article on 'four dead-end kids' who went on to achieve business fame at Fortune magazine's Web site.

The feature examines business leaders and artists who have gone beyond the limitations of dyslexia, starting: 'One was spanked by his teachers for bad grades and a poor attitude. He dropped out of school at 16. Another failed remedial English and came perilously close to flunking out of college. The third feared he'd never make it through school – and might not have without a tutor. The last finally learned to read in third grade, devouring Marvel comics, whose pictures provided clues to help him untangle the words.'

'These four losers are, respectively, Richard Branson, Charles Schwab, John Chambers, and David Boies. Billionaire Branson developed one of Britain's top brands with Virgin Records and Virgin Atlantic Airways. Schwab virtually created the discount brokerage business. Chambers is CEO of Cisco. Boies is a celebrated trial attorney, best known as the guy who beat Microsoft.'

- To read more, turn to the Health pages on 13 May for the article on overcoming dyslexia by Betsy Morris at [www.fortune.com/indexw.jhtml?channel=artcol.jhtml&doc\\_id=207665](http://www.fortune.com/indexw.jhtml?channel=artcol.jhtml&doc_id=207665).

## School languages conundrum

*Why does learning German become a turn-off for students, whereas a taster for Spanish simply whets the appetite for more? Foreign-language special needs teacher David Ritchie Wilson, a regular contributor to the SENCO forum (see Newsletter No.2, Winter 2000, page 7), gets to grips with the relative difficulty and popularity of the two languages in school curriculum:*

A colleague recently posted a message on the SENCO forum about the results of a survey of German and Spanish courses at her school. While they seemed to enjoy German in Year 7, pupils experienced progressive difficulty with the subject during Year 9.

But Spanish apparently bucked this trend, increasing slightly in popularity over the same period. The teacher solicited the views of other forum members, particularly those who had conducted a similar poll, and I was prompted into offering this explanation:

‘I teach German. I have a Masters’ degree in the subject. I support another teacher with Year 10 Spanish. I have no academic qualification in the subject. Spelling in both languages appears to be easier than in French and English. The difficulty of German as a foreign language is commonly attributed to its case system and word order.

‘Spanish is often portrayed as a relatively easy language, but it has its problems too, for example, its two verbs ‘to be’, its use of the subjunctive, four words for ‘you’ etc. Have a look at ‘Spanish is Easier than French... Not!’ at <http://spanish.allinfo-about.com/articles/ar-spanishiseasier.html> if you aren’t convinced.

‘When all is said and done, one language is as easy or as difficult as any other to master. However, the point at which a language’s difficulties kick in does vary. It can be something of a watershed. Sadly, it may also represent a ceiling for some learners who find grammatical concepts, and their application, particularly challenging. It’s possible to teach a language for a year or so without introducing the harder concepts of grammar, but such avoidance tactics do limit the learner to the lower National Curriculum levels. It sounds as if the Hispanists (sic) can postpone the ‘hard stuff’ a little longer than the Germanists (sic) can, but they can’t do that indefinitely.

‘Of course, other factors may be at play here too. Spanish might be popular because Spain is a summer beach destination. German is the most widely spoken European mother-tongue, however.’

One forum member later took me to task for my ‘summer beach destination’ comment. On reflection, it was somewhat flippant. Spanish literature, culture, civilisation, cuisine – the list is endless – are indeed world-class. Spanish is rightly the first foreign language in the United States high school curriculum. After all, it is the mother-tongue of Latin America with the exception of Portuguese-speaking Brazil.

The place of Spanish within Europe is rather different, however. The one European country where it is spoken as a mother-tongue also uses Catalan. Within Europe, English, French, German and Italian are spoken as mother-tongues beyond the borders of the countries that gave them their names and whose populations each exceed Spain’s. Of course, Spanish has more mother-tongue speakers worldwide than even English does. But whoever said that anything to do with languages was ever completely straightforward?

- David Wilson is a French, German and learning support teacher in north-east England and currently serves on the SENCO forum advisory group. His research, presentations and publications focus on the use of new technologies in the teaching of modern foreign languages to school students with special educational needs.
- He maintains a teacher-training Web site at [www.tomwilson.com/david/case/](http://www.tomwilson.com/david/case/), and a bibliography of modern foreign languages and special educational needs at [www.tomwilson.com/david/mfl/biblio.doc](http://www.tomwilson.com/david/mfl/biblio.doc).

### European politicians targeted

The education provision for dyslexics was hiked up the European political agenda by the recent high-profile visit by Susan Greenfield.

All MEPs received an invitation to the event, along with leaflets lobbying for recognition of learning difficulties, the need for adapted education for the dyslexic learner, and response at parliamentary and ministerial levels. Amongst Members who acquired tickets in advance were Camre Mogens of Denmark, Bert Doorn and Rijk van Dam of the Netherlands, and Den Dover and Diana Wallis of the UK.

Meanwhile, demand for the 'Language Shock' packs continues, with requests for copies being fielded by the D·I·T·T office. The Packs are made freely available wherever it is considered they will carry the message of the benefits of adapted teaching. Feedback is consistently positive, especially where parents and learners have been confused and teachers are looking for good practice and authentic scientific research.

The long-awaited Portuguese version of the 'Language Shock' pack is now being sent out on individual request. Mr Americo Moreira of the University of Porto campus bookshop has been appointed sole distributor for Portugal and a report on the project will be made to the Femmes d'Europe, who sponsored this production in December.

D·I·T·T is indebted to Dr Daniel Ofori for his outstanding work as project manager – in particular his efficiency and resourcefulness. Portuguese-speaking volunteers are warmly invited to join the team to help with further promotion and distribution.

Complimentary packs have been sent to Brazil and other Portuguese-speaking countries' official representatives for their Ministries of Education to review and use as they see fit.



Leader of the pack:  
BBC producer Andrew Law

### ***Roadmap to Success* – BBC producer joins team**

Development of the pioneering *Roadmap to Success* CD-Rom is now going on in conjunction with Andrew Law, renowned for his educational expertise works at the UK's Open University.

Mr Law is highly experienced in the production of multi-sensory interactive media, and works with a team of 15 producers at Milton Keynes.

D·I·T·T Executive Director Judith Sanson and Treasurer Ralph Palim joined Mr Law for a meeting organised by Jay Johnston at the BBC's London White City offices on 31 May.



Fundraising financier:  
Board member Geoff Cummins

### **Commitment to quality of life**

A personal tragedy while living in Paris prompted financier Geoff Cummins to first help parents of special needs children.

His son, Iain, suffered severe brain damage during a drowning accident while the family were living in Paris when he was just two years old. He was left very badly handicapped, wheelchair-bound and needing to be fed through a tube.

Iain died four years later, but not before Geoff and his family had ensured he had the best possible quality of life in the circumstances – which was often an uphill battle. But through the Children's Trust, an English charity based in Tadworth, Surrey, they were able to find out how to offer stimulation and quality of life to youngsters like Iain.

Geoff, an honorary lifetime member of a French charity for polyhandicapped (or quadriplegic) children called 'Chemins de l'Eveil' (which roughly translates as 'the road to awakening'), threw himself into researching the condition. At the same time

Geoff, father of two teenage children, started fundraising so that the many youngsters in similar situations to Iain could 'lead something close to a normal family life without having to be institutionalised.'

And the self-employed consultant, who now advises fund managers and investors across Europe, has a wealth of money-spinning ideas. During the mid-1990s he organised three major charity dinners in the City of London, which each raised in the region of £40–50,000.

'At one event, I managed to get hold of an autographed Eric Cantona shirt which was auctioned for £4,000 – a record at the time. I always believe you have to think laterally. I wrote to the police in the area of the Tadworth Children's Trust and they gave us a day for two in a police car on the M25. It raised £1,500. People aren't really going to bid more than the market price for something like a computer or a balloon trip which has a set current value ... but you can't put a price on an experience like that.'

The former investment banker, who started in finance in 1973 on the London Stock Exchange before moving to New York and the Far East and is still a member of the Securities Institute in London, added: 'It gives me a real buzz thinking up these sorts of ideas.'

Now, after moving to Brussels last year, Geoff, 48, has found himself helping fundraise for D·I·T·T. Although he has no personal experience of dyslexia, the new D·I·T·T Board Member said: 'My understanding is that around fifty per cent of the prison population suffers from some form of dyslexia, as does a significant proportion of alcoholics and drug addicts.'

He added: 'It would seem to me that rather than continually building more prisons – and sending parents to jail when their children play truant – the money would be better spent trying to solve this problem at source. I think society as a whole should be made more aware of what dyslexia can lead to and that D·I·T·T would be a good vehicle to promote that awareness.'



Learning curve:  
Board member Petra Zollner

## Helping out is a boost to skills

Volunteering for D·I·T·T has been an excellent learning experience, admits Board Member Petra Zollner.

Her involvement stems from a chance meeting with Executive Director Judith Sanson while selling pumpkins with her family friend Susan Van Alsenoy at the American Women's Club.

The American/German 26-year-old, who lived in Denmark for many years, said: 'I don't have any real links to dyslexia and I'm not an educationalist. But D·I·T·T was very understaffed and I thought I could help. It's really just grown from that.'

The international relations Masters graduate from both the Universities of St. Andrew's and Kent continued: 'I find the whole concept of dyslexia very interesting. I really feel for people who have a barrier in some way that affects their education and even their communications. It's not something that occurs to many people unless they have direct experience of it.'

Petra, who speaks three languages including fluent English and Danish, now works as an issues assistant at the EU Committee of the American Chamber of Commerce in Belgium. Her largest project was organising, with Susan Calamassi, the Storytent event for children, which was performed by Alistair Daniel. Since then, she has helped out with numerous events and conferences.

'Every time I have found myself working professionally in a different role, I have been able to take new works skills into D·I·T·T. The more I learn, the more I have to offer. But the learning has been a two-way relationship, and D·I·T·T has given me an awful lot too.'

## What Works

### □ Judith Stansfield refresher notes available

Comprehensive notes, which accompanied dyslexia expert Judith Stansfield's talk when she visited Brussels this April, can now be accessed on-line at [www.ditt-online.org](http://www.ditt-online.org).

The independent SEN and ICT consultant's first handout examines 'dys-abilities' and their characteristics, before looking at the advantages of Information and Communication Technology (ICT) in more detail.

The format is a series of key points from Judith's presentation, which concludes with a list of software and helpful Web sites.

The second handout offers more extensive advice on which multimedia tools can be used to tackle dyslexia issues.

Currently available in Microsoft Excel format, the sheet gives excellent advice on software tailored for diagnostic programmes and pointers, problem solving, aid with developing reading, writing or numeracy skills, mind mapping and memory testing.

D·I·T·T believes both handouts act not only a valuable refresher for those who attended the presentation, but also as useful stand-alone guides.

## ❑ Dyslexia software tools recommended

Software based on the theory of D·I·T·T scientific adviser Professor Dirk Bakker has been highlighted for teachers.

Hemstim, a computer Hemisphere Specific Stimulation (HSS) software package designed for teachers, speech therapists, orthopaedists and remedial teachers, has been highly recommended by Dubai teacher of dyslexic students, Philippa Bodien.

Initially only available for research purposes, the package has now been introduced in schools. But experts warn that training or a comprehensive understanding of the theory and diagnosis of P and L-type dyslexia is essential before engaging with the software, as incorrect use of the programs can be damaging for reading development and may even exacerbate reading problems.

The two main dyslexia programs are called 'Scrambler' and 'Hide', and have been developed for hemisphere-alluding stimulation as a treatment for dyslexic children.

According to Kofma, the company that sources the software, the main aim is to produce perceptually-loaded texts that can be used in the field of alluding stimulation of the right (Scrambler) and left (Hide) hemispheres. Users develop their own texts, which can be stored in a database and used in differently scrambled or hidden variations. In this way the therapist builds a personal selection of texts, depending on the clients' needs.

'Scrambler' reformats every character of a text in a randomly-chosen font and size, and can be used in any language. Moderately as well as extremely perceptually-loaded texts can be produced.

'Hide' turns any text into a linguistically-loaded text. It can move a selected word to the background and replace it with blanks. Another method is to omit characters that are selected in advance. All changes can be undone to make the text reusable, so that the same text can be used at different stages of treatment.

Minimum computer hardware requirements to run the software are a Pentium with at least 16 MB of memory with Windows 95/98 with Word 97 or MS Office 97.

- For more details on ordering the software or information on the theories behind Hemstim contact Komfa b.v. on +33 47 00 597 or [info@komfa.nl](mailto:info@komfa.nl), or visit their Web site at [www.komfa.nl](http://www.komfa.nl).
- An article by Philippa Bodien was featured in Newsletter No.6, Winter 2001: 'Global Glances – Dubai.'

## Announcements

### ★ Membership fees reminder

D·I·T·T has sent out a rallying call to remind members to renew their subscriptions – which help cover the essential day-to-day running costs.

For just €25 a year (or €50 for family membership), supporters can take part in our joint projects – not only helping dyslexic learners themselves, but also teachers, parents and education authorities, as well as working towards creating a more understanding society that encourages young people to succeed in education and employment.

In addition members receive this quarterly newsletter and invitations to events, besides the annual report with accounts and an annual membership card.

Despite successfully securing funding for specific projects, D·I·T·T must still fundraise energetically to cover running expenses as a non-profit making organisation, including overhead costs like rent and phone bills. Ideas and volunteers are welcome! Join the fundraising committee and help us organise the D·I·T·T 2002–2003 Arts Events and other programmes.

### ★ Revised help guide on the cards

A popular do-it-yourself guidebook that can help parents or groups around the world find the help they need is to be reissued shortly.

The D·I·T·T *Get Up and Go Guide* will provide a basis for those who wish to create a national or regional guide for parents of children with dyslexia, especially those who have come from another country.

As the introduction explains, this publication is not so much a guide as a template for a guide, offering a structure with guidance and headings for vital information to be included when seeking best solutions for the international child with learning difficulties.

The original publication, devised by D·I·T·T Executive Director Judith Sanson, researched by volunteers and illustrated by Quentin Blake, put forward a range of helpful articles and checkpoints including tips on facing up to dyslexia and the affects on a child of moving abroad.

A step-by-step action plan offered pointers for finding the right school, assessment, health and legal rights with articles from parents, teachers and D·I·T·T scientific advisor Professor Ludo Beheydt, of Louvain University, Belgium.

It is hoped that the revised edition, designed by Pauline Key-Kairis in full colour, with illustrations by courtesy of Quentin Blake, will be available both in print and on-line.

### ★ Latest details on national state provisions

Ministries of education across Europe have been approached for details of any new provisions or policies on what they do for assessment and assistive education for the dyslexic learner. All the latest information from each Member State is updated regularly on the D·I·T·T Web site. To find out more, go to the Web site and click on the appropriate national flag.

At the moment the site offers wide-ranging advice and information garnered from 15 European countries, including useful details about each educational system and screening procedures as well as contact details for national help and support groups.



Reach for the stars: Quentin Blake's illustration on the greetings card

### ★ Boost coffers with Quentin Blake cards

D·I·T·T's unique greetings cards are still on sale to help raise much-needed funds.

Supporters are being urged to help sell the cheerful notelets, which show a coloured version of the illustration by the top children's illustrator that was originally drawn for the 'Language Shock' Packs.

'Please help us by taking an active part in helping us sell these delightful cards. They are suitable for all occasions.' said a spokesman.



### ★ **Wear D·I·T·T with pride**

Supporters can profess their loyalty by sporting a brand new D·I·T·T tee-shirt with the distinctive logo emblazoned on the front.

Available in small, medium and large, with a round neckline, these good-quality cotton tops are now being sold to help raise funds. A single tee-shirt costs €15 or £10.

Seen here modelled rather fetchingly (if a little surrealistically) by Hygeia, goddess of health.

### ★ **Famous dyslexics slide-show**

An impressive slide-show on famous dyslexics, designed by a Luxembourg schoolboy, is to be screened at the next D·I·T·T event.

Dyspel member Hamish Dalrymple, 12, who is dyslexic himself, has created a PowerPoint presentation with lively graphics and biographical details of notable figures from history to the present day including Winston Churchill, Auguste Rodin, Tom Cruise and Robbie Williams.

### ★ **Marianne wears a different hat**

A party of D·I·T·T members attended an annual gala dinner in support of the Lebanese project where Board Member Marianne Klees acts as consultant.

The glittering evening, which included a fashion show and Lebanese traditional music & dance, was covered the Press.

Marianne, whose trained team works from Le Centre Libanais pour l'Education Spécialisée (CLES), a non-profit organisation that sets out to address the needs of the forgotten children who fail at school, said: 'These children do not learn like others – and yet they are intelligent.'

Preventing failure at school and its negative impact is the prime aim of the CLES project, a model of good practice in its aims to develop aptitudes and abilities in each individual child.

### ★ **Madrid disabilities declaration**

Schools should take a leading role in spreading the message of understanding and acceptance of disabled people's rights, helping to dispel fears, myths and misconceptions, according to the European Congress on Disability.

Over 600 participants recently met in Madrid, where they made a 'Declaration' of their vision to be put to the European Community as they warmly welcomed the 'European Year of People with Disabilities' in 2003.

The Congress calls for disability to be viewed as a human rights issue and is campaigning for the year 2003 to be used to raise public awareness of the rights of more than 50 million Europeans with disabilities.

- For details of the full declaration visit [www.madriddeclaration.org/fr/dec/dec.htm](http://www.madriddeclaration.org/fr/dec/dec.htm)

### ★ Poetic farewell to supporters

D·I·T·T members and supporters were sad to see the departure of Board Member Ron Baker and his wife Jackie, who have returned to Jackie's homeland, Canada.

At their recent leaving party, members thanked the couple for their exceptional generosity and unstinting support. Petra Zollner said it all in her special tribute poem:

<i>Doing a Ron</i> – is what it is named:	Gateaux, cookies with chips and crunchy raw veg
His firm advice about pedalling the gas	But more than this my memory
Doing the rounds, being a postman ...	She's just such a help!
If there's a ball – he's on to it.	She makes things happen when times
Solid reason mingled with the need to	Are rough
Support, to care for others, to fix things right.	A salute to Jackie! This woman is tough!
He means what he says and he'll	Ron and Jackie are so often willing:
Do it too.	If they can supply it they thoroughly will
And Jackie! What a one-woman show!	Their hearts are big, they give hope to the rest
Is hers the best cooking!	And all I can say is:
Finger-shaped sandwiches, chocolate	What a dynamic duo!

## Money Matters

### ⊕ Roadmap to Success

Costs for the multi-media project, *Roadmap to Success*, are currently being revised following D·I·T·T's meeting with BBC producer Andrew Law last month (see Projects on page 6 for more details).

New figures must take into account the implications of VAT and add-on costs for French and German as integral to the production.

Already the Brussels-based D·I·T·T Executive Committee is seeking full Board approval for a preliminary BBC study to take place in July. This will be made by a psychologist with a strong background in new media and making CD-Roms.

It is proposed that D·I·T·T will work in association with the BBC, presenting its collective ideas on structure, data and learning objective and giving final approval before production.

### ⊕ The British Council

A big thank you to the British Council Brussels for their generous sponsorship of £461.20, which covered Baroness Greenfield's flight expenses.

### ☉ What is child abuse?

This provocative collection of different types of abuse highlights, last but certainly not least, the importance of education in a child's development.

- hitting or hurting a child to relieve your own frustration
- breaking down the self-confidence of a child
- leaving a child without supervision
- not listening to a child
- teasing a child unnecessarily
- forcing a child to touch you
- touching a child where he or she does not want to be touched
- exposing a child to pornographic acts or literature
- neglecting a child's medical needs
- not cleaning, clothing or feeding a child
- manipulating a child
- verbally abusing a child
- **and neglecting a child's educational needs**

From the poster *Being Yourself – Resources for Caring Parents*, reproduced by kind permission of RAPCAN.



### ☉ Thank you, Rose

Rose leaves D·I·T·T with the warm appreciation and heart-felt thanks of all her colleagues.