

Dyslexia REVIEW

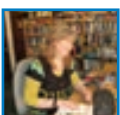
www.dyslexiaaction.org.uk | Spring 2013



The Journal of The Dyslexia Guild

Volume 24 Number 1

In this issue:



Launch of the
Online Library



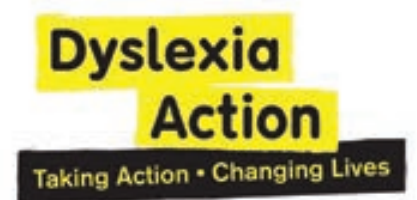
Dyslexia in the
Medical Profession



Executive Functioning
and SPLD

**Dyslexia
Action**

JOIN THE DYSLEXIA GUILD!



The Professional Body of Dyslexia Action

Who is it for?

For anyone with a general or professional interest in dyslexia. Members include teachers, SENCos, teaching assistants, FE and HE tutors, parents, assessors, and other advisory specialists.

The Aim

We aim to promote discussion, information and research as well as keeping members informed of developments in the field through publication and distribution.

Benefits

- Membership of our specialist library with access to online books and journals
- Dyslexia Review three times a year
- Conferences and events at reduced rates
- Guild Gallery electronic newsletter
- Preferential discounts on courses, suppliers and CPD events
- Assessment Practising Certificate
- Professional Indemnity Insurance at preferential rates for APC



Group membership is also available to schools, library services, publishers and other groups.

You get two copies of the Dyslexia Review and discounted rates for up to three delegates at our conference events.

For more information see our web page
<http://dyslexiaaction.org.uk/dyslexia-guild>
Email guild@dyslexiaaction.org.uk or call 01784 222342

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Cover Photo

Access the Online Library!

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Editorial

As Spring is heralded in with blasts of icy cold wind, it's great to have good things to look forward to and even better things to enjoy now! The new online library has been nearly 18 months in gestation and we are so proud to see our plans finally come to fruition. The new resource means that at last we are able to make a range of resources accessible to Guild members online and on demand. We have begun with a modest collection of electronic books and journals and over the coming years it is our plan to continue to add to this resource to make it a truly accessible national collection. Of course we still have wonderful hardcopy archive resources and like all good specialist collections, it is our intention to preserve these for future reference. Guild members are also able to borrow assessment tests and other resources for the purposes of review and evaluation and some hardcopy books which are still on general circulation.

The Guild Summer Conference is now only a few months away and with a return to the south this year we are looking forward to welcoming you to the University of Surrey, Guildford. The conference begins with a pre-conference dinner the night before and we hope that many of you will take the opportunity to stay over and join us at this event. Our keynote speakers are esteemed academics and specialists in their individual field and should provide a thought-provoking and informative start to our annual event.

This issue of the magazine has a focus on professionals and is packed with useful information for assessment, practical resources and good guidance. Our guest writer Dr Duncan Shrewsbury presents an informed view on the barriers that those with dyslexia still face in higher education. He demonstrates that learners with SpLD, including dyslexia, can successfully enter medical school, complete training and go on to be successful doctors. There is clearly still much to do though to support those who aspire to enter the professions. Dr Barry Johnson and colleagues focus in this issue on testing for Executive Functioning and its relevance to SpLD and discuss how such tests promote the opportunity to engage with clients about their approach to problem solving and processing information. Good reading for all!

Kathryn Benzine
Editor

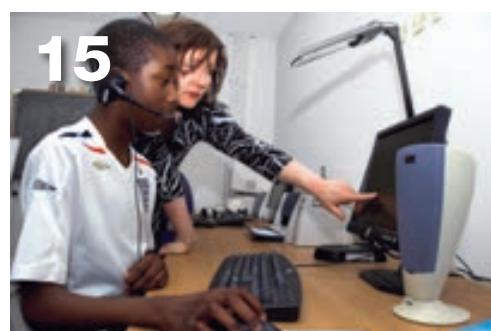


Contents

- 05** Membership News
- 07** Dyslexia Guild Summer Conference Booking Form 2013
- 08** Dyslexia Action Centre Directory
- 09** CReSTeD – gives parents choice
- 10** The Dyslexia Action Online SpLD Library: An enhanced Guild Member benefit
- 12** Dyslexia in the medical profession: valuing diversity and embracing difference
- 15** Load2learn: Helping students to get the most out of lessons using the new free service
- 17** The Dimension of Executive Functioning to Specific Learning Difficulties
- 20** What's New in Access Arrangements, Reasonable Adjustments and Special Considerations for General and Vocational Qualifications
- 24** Assessment Test Reviews
- 25** Book Reviews
- 28** New and Recent Library Resources
- 29** Dyslexia Action Training Courses



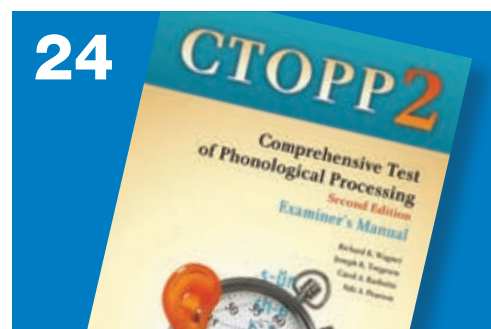
05
Membership News



15
**Load2Learn:
A free resource**



20
**Examination Access
Arrangements**



24
Assessment Test Reviews

Membership News

Jan Seabourne reports on new developments and events for Guild members.

National Dyslexia Resource Centre

The Guild provides its members with a wealth of information relating to Dyslexia and SpLDs and now our library catalogue is online for you to search our collections. The National Dyslexia Resource Centre holds hardcopy archives for the association and also provides a unique e-Resources Collection, covering the fields of Dyslexia and other co-occurring difficulties, through its special online library collection of e-books, journal articles and other related media. The library holds key books and journals from internationally recognised publishers in the field of Dyslexia and related areas, all accessible by members 24/7. This new development is exciting and I hope you will enjoy using this great resource as part of your membership benefits. See pages 10 and 11 for further details.

Recent Events

Over one hundred people signed up to the "What's New in Access Arrangements: Extra time, transitional agreements and more" webinar that was free to Guild members. It just goes to show what a popular topic it is and that many of you want to keep abreast of new developments and regulations. Our sincere thanks go to Dineke Austin, Lead Tutor of our Exam Access Arrangements (EAA) online course for presenting the webinar. Dineke is a very experienced practitioner with in-depth knowledge and we hope you will consider signing up for the next online courses. For those who would like to access further up-to-date information on this topic you will be pleased to find an article on page 20.

Forthcoming Events

Examination Access Arrangements

Our next EAA online course dates are 17 April and 12 June. Find out more on our web page: <http://dyslexiaaction.org.uk/exam-access-arrangements-eaa>

Diagnostic Report Writing

There are a few places left on this refresher course for practitioners seeking to gain or renew an Assessment Practising Certificate. The course is held at the Dyslexia Action Leeds Centre on Friday 26th April 2013. Further details are available at: <http://dyslexiaaction.org.uk/diagnostic-report-writing>

3rd July, University of Surrey, Guildford CPD Events and Pre-Conference Dinner

We have two great Continuing Professional Development (CPD) events lined up for the day before the conference. These events allow those of you who wish to benefit from additional training to extend your conference stay and benefit from the additional opportunities. This year we have two CPD events on offer plus the Conference Dinner to

attend:

- **Enhancing the Interpretation of Assessment Findings** (illustrated using tests such as TOMAL2, CTOPP2 and WIAT II UK T)
- **Free and Inclusive Technologies for Struggling Readers**
- **Conference Dinner**

The pre-conference dinner is a favourite part of the Summer Conference, when we get to meet up with delegates who wish to stay over the night before the conference and relax with a superb meal and a glass of wine. This year the Conference Dinner will be held in the lovely Hillside Restaurant at the university, we do hope you will join us. There are also plenty of bars on the Surrey Campus for those of you with the energy to keep socialising after the dinner.

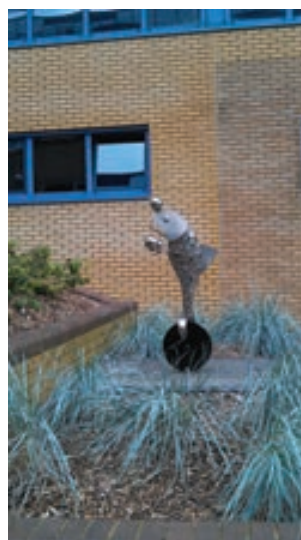
Book online at:

<http://dyslexiaaction.org.uk/dyslexia-guild-annual-conference>
Or see further details on how to book on pages 6 and 7.

4th July, University of Surrey

Summer Conference: Removing the Barriers for Learners with Dyslexia

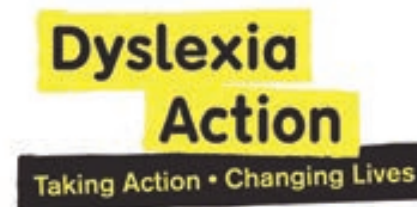
We do hope you will join us at the Summer Conference this year. It is a great opportunity to meet with like-minded practitioners from various backgrounds and share problems and best practice. It is really enjoyable being able to meet with Guild members, both UK and international, and to have an opportunity to network. We have excellent keynote speakers lined up to present to conference and stimulating seminar sessions. In addition, the venue provides the lovely grounds of the University of Surrey campus with its lakes and sculptures to visit.



Above: The Lecture Theatre at University of Surrey

Left: One of the sculptures to see at the Guildford campus

The Dyslexia Guild Summer Conference



Join us at the University of Surrey, Guildford



Thursday 4th July 2013
9.30am to 4.00pm

Lunch will be provided in the dining room, with an opportunity to network and visit the conference exhibition in the foyer.

**Removing the Barriers
for Learners with Dyslexia**

Early bird booking discounts available!
Members and non-members welcome.

Plus on Wednesday 3rd July...

Delegates can also book for an additional CPD workshop on:

- Enhancing the Interpretation of Assessment Findings (illustrated using TOMAL2, CTOPP2 and WIAT II UK T)

OR

- Free and Inclusive Technologies for Struggling Readers

Seminar Sessions: see website for details

Reserve a place at the Conference Dinner:

For delegates staying the night before in the conference accommodation.

Keynote Speakers:

**Professor Vincent Connolly,
Oxford Brookes University**

"Struggling to Write" The challenges faced by children with language and literacy difficulties when composing text

**Dr Courtenay Frazier Norbury,
Royal Holloway, University of London**

The Relationship between Language and Literacy

**Professor Julie Logan,
City University, London**

What does dyslexia mean for entrepreneurs and successful business leaders?



<http://dyslexiaaction.org.uk/dyslexia-guild-annual-conference>

Dyslexia Guild Summer Conference Booking Form 2013

You can book online at: <http://dyslexiaaction.org.uk/dyslexia-guild-annual-conference>

If you experience any problems with online registration, payment or multiple bookings call us immediately on 01784 222342.

Delegate(s) details:

Title (Mr/s, Ms, Other) _____ First Name _____ Surname _____

Organisation/Employer name _____ Job Title _____

Business/Home Address (please delete) _____

Postcode _____ Telephone _____ Email _____

Guild member number _____

Conference packages for Weds 3rd and Thurs 4th July 2013

You can sign up to seminar/surgery sessions on the day.

***Early Bird rates are for bookings made before midnight on 10 May and paid by 21 May otherwise they revert to the full fee**

Rate	Qty	Price	Details
Staff/ Student/ Guild member *Early Bird		£75	Guild members, Dyslexia Action Staff and Students on our Postgraduate, International Diploma, and Level 4 & 5 CPD Specialist Teaching & Support Courses
Guild member standard		£95	Booked on or after 10th May
Non Member *Early Bird		£125	Booked before 10th May
Non Member standard rate		£150	booked after 10th May
Conference Dinner		£25	A 3 course meal on Weds 3rd July at Hillside Restaurant.
Accommodation on campus includes en-suite facilities, bathroom toiletries, coffee & tea supplies in bedrooms plus a full English breakfast. Check in 15.00, check out 10.00. Booking for accommodation closes at midnight on 17th June.		£55	1 night for Tues 2nd July
		£55	1 night for Weds 3rd July
Enhancing the Interpretation of Assessment Findings CPD Event Guild Member		£185	Weds 3rd July, includes lunch
Enhancing the Interpretation of Assessment Findings CPD Event Non Member		£220	Weds 3rd July, includes lunch
Affordable Technologies for Struggling Readers CPD Event Guild Member		£75	Weds 3rd July, includes lunch
Affordable Technologies for Struggling Readers CPD Event Non Member		£95	Weds 3rd July, includes lunch
Total All cancellations are subject to a £25 administration fee. NO refunds will be made on cancellations after 21 June 2013.		£	Prices include VAT. Bookings may be transferred to colleagues – advise us of any transfers in writing.

Payment Terms: We require a Purchase Order before an invoice can be raised, call the number below or email guild@dyslexiaaction.org.uk. Please indicate name and address of invoice to be sent to:

Organisation name: _____

Address _____ Post code _____

Cheques should be made payable to: Dyslexia Action. For Card or BACS payments call: 01784 222342.

Please return this form/s to: Dyslexia Action Guild Conference, Park House, Wick Road, Egham, Surrey TW20 0HH.

Tel: 01784 222342 / Fax: 01784 222393 EFAX: 01784 772512

Dyslexia Action Centre Directory



**Training CPD Administration team from left to right:
Victoria Matthews-Patel, Programme Manager; Hazel Clark, Claire Taylor and Julie Trisnan.**

National Training Office: Egham 01784 222304

Dyslexia Action
Park House, Wick Road, Egham, Surrey TW20 0HH
Tel: 01784 222300 Fax: 01784 222333
Email: info@dyslexiaaction.org.uk
Website: www.dyslexiaaction.org.uk

Bath	01225 420554
Bolton	01204 395500
Bristol	0117 923 9166
Chelmsford	01245 259656
Coventry	02476 257041
Darlington	01325 283580
Derby	0300 303 8350
Egham	01784 222325
Harrogate	01423 522111
Hull	01482 329416
Leeds	0113 242 9626
Leicester	0300 303 8350
Lincoln	01522 539267

Liverpool	0151 428 6987
London	0207 391 2030
Newcastle Upon Tyne	0191 281 8381
Nottingham	0300 303 8350
Peterborough	0300 303 8350
Sheffield	0114 281 5905
Stone	0300 303 8350
Sutton Coldfield	0121 354 6855
Tonbridge	01732 352762
Wilmslow	01625 530158
Winchester	01962 856195
York	01904 634 588

Dyslexia Action

Psychology Services	01904 634588
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Scotland

Glasgow	0141 334 4549
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Wales

Cardiff	02920 481122
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CReSTeD – gives parents choice

The Council for the Registration of Schools Teaching Dyslexic pupils is a charity set up in 1989 to provide help and reassurance to parents who are seeking to ensure the special education needs for their dyslexic child are met.

Our stated objectives are: to provide relief to pupils who are dyslexic by ensuring that their special educational needs are addressed and that the standards of teaching dyslexic children are improved. CReSTeD gives parents choice, empowering them to find an educational establishment capable of providing the support their child needs. The CReSTeD website provides both parents and schools with all the information they need, whether they need to find an appropriate school or identify what the registration criteria means.

CReSTeD has now grown since the days when a group of like-minded schools came together to form an alliance in 1989. The CReSTeD board includes representatives from the British Dyslexia Association, Dyslexia Action, the Helen Arkell Dyslexia Centre and, more recently, the Dyslexia-SpLD Trust, as well as educational psychologists and head teachers from some of the CReSTeD Schools.

Every school is visited by a consultant, selected by CReSTeD for their experience in the field of SpLD (Dyslexia). The subsequent report is considered by a pre-registration committee whose recommendations are considered by the Council before registration can be finalised, successful schools are placed into one of six categories according to the type of provision:

Dyslexia Specialist Provision (DSP) schools established primarily to teach pupils with Dyslexia;

Specialist Provision (SPS) schools are specifically established to teach pupils with dyslexia and related specific learning difficulties;

Dyslexia Unit (DU) schools offer a designated unit that provides specialist tuition on a small group or individual basis, according to need;

Specialist Classes (SC) schools teach dyslexic pupils in separate classes within the school for some lessons (often English and mathematics);

Withdrawal System (WS) schools help dyslexic pupils by withdrawing them from appropriately selected lessons for specialist tuition;

Maintained Schools (MS) local authority schools who can demonstrate an effective system for identifying pupils with dyslexia.

The different categories are not a league table, they represent the different types of provision a school can provide, they are designed to help parents find the right sort of school to cope with their child's needs. The CReSTeD Register of schools is published annually and is provided free of charge to parents and other interested organisations. The Register contains useful information for parents on dyslexia and SpLD as well as details of the registration criteria and contact details for the schools.

We were on the crest of a wave when we first came to embrace the seemingly fanciful idea of having a website to publish the Register; now we have updated the website, redesigned the Register, made it available as an iBook and are further developing our role to bring more schools on board. Further information may be obtained by contacting CReSTeD on: Tel: 01691 655783, Email: lesley@crested.org.uk, Website: www.crested.org.uk





www.crested.org.uk

**Council for the
Registration of Schools
Teaching Dyslexic pupils**

Gives parents choice.

Every School on the **CReSTeD** Register
has been assessed for SpLD (Dyslexia)
provision.

Schools are revisited every 3 years
to ensure standards are being maintained.

If a school offering support for
SpLD (Dyslexia) isn't on the
CReSTeD Register you might
want to ask –
Why not?

All the information
you need can be
found on our
website:
www.crested.org.uk

Contact CReSTeD on 0845 601 5013
lesley@crested.org.uk www.crested.org.uk
Registered charity no. 1052103
Council for the Registration of Schools Teaching Dyslexic Pupils

The Dyslexia Action Online SpLD Library: An enhanced Guild Member benefit

With the launch of the online library catalogue, the Guild has brought the National Dyslexia Resource Centre bang up to date. With the introduction of electronic resources now providing a highly accessible collection to its members, **Jan Seabourne** provides an overview of the resource and how to access it 24/7.

Those of you who have been with us since 2004 will remember the launch of the National Dyslexia Resource Centre (NDRC), the country's first specialist library for those with an interest in dyslexia. This valuable collection of books, assessment tests, games and teaching resources is still based at our Headquarters in Park House, Egham, Surrey but has been systematically examined for relevance and currency and sections of it have been updated in readiness for online access.

The Collection contains

Reference resources: rare and unique books, journals and materials relating to Dyslexia and SpLD. These resources are not available for loan but can be consulted at the NDRC.

Hardcopy: Books, teaching materials, assessment materials. These materials are available on loan to Guild members subject to availability.

E-books: a new collection of downloadable books in the field of dyslexia and SpLD.

E-journals: a collection of downloadable academic journals relevant to the field of dyslexia and SpLD.

When I began working with the NDRC collections three years ago, I was struck by the wealth of information they contained but dismayed that a lot of people did not know that this was available for them.

The catalogue was not available to access online and the whole system

was difficult to access. The first thing we did was to start looking at suitable library management systems to make the library catalogue available online. After careful review we settled on a system called Koha, this is a Maori word meaning "gift" and is a unique open source library software system. We wanted Guild members to be able to search for things easily but also be able to save their searches to lists, see front cover images, place reservations, add ratings and comments to items (just like Amazon) and make purchase suggestions. Koha does it all.

As you can imagine, posting physical books is expensive and time

consuming for us and this, as well as providing 24 hour access 365 days a year, is why we have introduced a number of electronic books and journals. This collection will build as we gradually add new purchases to the collection in electronic format.

I do hope you will have a look at the library catalogue and discover some of the gems within, but do not forget, I am only a phone call away if you need some help or advice. If you see something you want to borrow you can either visit in person or if you live too far to travel to us we can arrange some items to be sent out by post.

Explore, discover, enjoy!



How to use the Dyslexia Action Library Catalogue

You can now search our collections 7 days a week, 24 hours a day by visiting the library catalogue at <http://da.koha-ptfs.eu>

Basic Searching

You will see a search box and from here you can search by title or keyword and either press Enter or click the Spy Glass symbol on the end of the search box to see the results that come up. You will see a list of items that tells you how many copies are available. If you want to see more details, just click on the title and you can read a summary of what it is about.

You can save the things you are interested in to an Items Cart and this will create a temporary list. To create a more permanent list to keep private or make public to other users or if you want to read an electronic book you will need to log in. You can also Add a Tag Word or add a Star rating and comments, just like you would on Amazon to help others know which books you recommend.

Advanced Search

Click the Advanced Search to find books by Author, Title, Subject or Keyword. You can use the pull down boxes to define what you are looking for. You can also search by a date range in the Publication date range box below or limit the search to specific types of materials such as Journals or Electronic books etc.

If an item is available and you want to borrow it you can either come in to the NDRC to get it issued or you can contact the library and we can post it out to you. You will be expected to pay the postage when you return it and valuable items will have to be sent with insurance.

If an item is out to another user, you can place a "hold" on it. This means you will be placed in a list and as soon as it is checked back in, you are alerted that the item is reserved for you.

If you can't find what you want you can make a purchase suggestion.

Electronic Resources

Use the Advanced Search to limit your results to just electronic books. When your list comes up click on the title so see more details or Click here to access online. You will need to be logged in before you click it. (The first time you do this you will be taken to a screen that asks you to log in again but the system will recognise you on future occasions). Accept the terms and conditions and you will be taken to the book where you can either download or read online.

If you click EBook Catalogue you will see a list of all the electronic titles we subscribe to. You can use the Advanced

Search Tab or the Quick Search box to find other titles and make purchase suggestions. Remember to log out.

Electronic Journals

Electronic Journals are accessed slightly differently.

Go to the Journals Portal (<http://onlinelibrary.wiley.com/>) and click on Institutional Username and password. This changes regularly and is available from the librarian, library@dyslexiaaction.org.uk or by calling 01784 222342.

You can get a list of journals by title using the A to Z letters or you can type a keyword in the Search box and then the click the arrow.

The titles we subscribe to so far are:

Dyslexia	ISSN 1099-0909
Journal of Adolescent and Adult Literacy	ISSN 1936-2706
Reading Research Quarterly	ISSN 1936-2722
The Reading Teacher	ISSN 1936-2714

This will give you access to content dating back 5 years (including this year).

When you see a list of articles, you will see symbols next to them. Access icons indicate whether you have access to the full text.

Open lock + FREE = free to all users

Purple lock + OPEN = free via OnlineOpen

Open Lock = available via your library's current subscription i.e. we have paid for you to have access. If we do not subscribe to a journal, it will offer you the Abstract for free but ask you to pay for the Full Article or any downloads. You must Register with Wiley even though you are logged in via the Institutional log in. Registration is free of charge but pay per view articles will vary and give you online access that lasts 24 hours. A confirmation email will confirm the price and you can then purchase if you wish.

Remember to log out when you have finished.

Other Features of the Library Catalogue

Once logged in you will see a menu on the left hand side that says My summary, My personal details, change my password, my search history, my reading history etc. These all give information about you and can be updated. You can always return to this menu by clicking on your name in the black bar at the top of the screen.

When logged in you can place a reserve on an item that is currently issued to someone else. This places you in a list and makes sure that when the book comes back it is placed to one side for you to collect.

See the black bar at the top of the page that also contains the Items Cart and the Lists as described earlier.

Dyslexia in the medical profession: valuing diversity and embracing difference

Dr Duncan Shrewsbury explores some of the key barriers that dyslexic trainees in medical education and wider higher education may face and where attitudes still remain inflexible or intolerant to difference, posing barriers to many learners with disabilities, including dyslexia.



Introduction

Many would recognize the story of the distracted learner asking 'too many' questions, who spends longer looking out the window than at the book in front of them, or who produces 'sloppy work'. For struggling learners, including those with dyslexia, aspirations to enter medical school are often met with raised eyebrows and are misguidedly discouraged. Academic ability is one of the greatest factors determining success in applying to medical school. However, this ability is still measured within a narrow scope, which often means that learners with specific learning difficulties (SpLD) are disadvantaged.

Entry to medical school is renowned for being one of, if not the, most competitive of all subjects at university. Medical training in the UK typically takes 5 years to complete. During which, students have to read a vast amount, study, attend small-group tutorials or huge lectures, and attend a clinical placement where they receive teaching or shadow doctors in small groups. Completion is contingent on successfully passing summative assessments, granting a provisional license to practice medicine. Then the real work begins: life as a junior doctor. A doctor is considered 'junior' until they are a 'fully fledged' consultant or general practitioner (GP), which can take between a further 5 to 10 years (full time) on top of medical school.

I am a doctor training in general practice and a researcher working in the field of medical education. My research interests focusing on the impact of disabilities, including dyslexia and other SpLD¹, on training and practice in medicine.

I would like to share some of the peculiarities to medical education, and wider higher education (HE), which remain somewhat inflexible or intolerant to difference, posing barriers to many learners with disabilities, including dyslexia. In this article, I will briefly explore some of the key barriers that dyslexic trainees in medical education may face. In arguing that the medical profession needs to embrace difference in order to prosper and serve an increasingly diverse population, I invite readers to reflect and share their thoughts on how this can be achieved (feel free to get in touch with the author directly!).

Dyslexia in medicine

Dyslexia is the most prevalent SpLD. It is the most represented, and increasingly recognised, disability among the student population of medical schools and wider higher education (HE) (Hafferty and Gibson, 2001; Rickinson, 2010). Estimates suggest that up to 2% of students entering medical schools in the United Kingdom could have dyslexia, which has increased by over 50% since 2004 (Shrewsbury, 2011). This is significant as it demonstrates that a growing number of learners with SpLD

succeed on demanding courses that challenge both intellect and some core skills believed to be affected by dyslexia. However, debate has surrounded the issues of 'fitness to practice', learner support, and the provision of reasonable adjustments for medical trainees with dyslexia for several decades (e.g.: Guyer, 1988; Little, 1999, 2003; Rosebraugh, 2000; Hafferty and Gibson, 2001). Anecdotes and hypothetical examples distract attention from the lack of substantiated evidence, instead focusing on fuelling fear of potential consequences that may befall a practicing dyslexic doctor. Hitherto, the nature and extent that dyslexia impacts on the training and practice of doctors is yet to be fully explored by systematic research.

A study conducted by Roberts et al. (2005) surveyed the opinions that various groups of lay public, disability support groups and groups of professionals within medicine had. The overall response was positive, and it was felt that doctors with personal experience of disability would be far better equipped to deal with disabled patients, than those without such experience. However, specific mention of dyslexia was made in the report, citing the concern that dyslexic doctors may be more prone to making errors when prescribing medications. This is reflected in articles appearing in national media when a dyslexic medical student's struggles at medical school became public (e.g. Pollard,

¹ It is important to note here that I use the term disability not because dyslexia is a disability in itself, but that it is transformed into a disability by the imposition of conventions contrived and asserted by society. This is in keeping with the wider research literature on learning difficulties and dyslexia. However, I do acknowledge that this may go against what some may feel. This only highlights the complex nature of diagnosing, labeling and living with a learning difficulty.

2008). Prescribing errors appear to be particularly prevalent among trainee doctors (Lewis *et al.*, 2009). Mistakes are mostly related to dose (Dornan *et al.*, 2009). However, it is important to clarify here that there is *no* evidence to support the suggestion that being dyslexic would make a trainee doctor more prone to making mistakes than their non-dyslexic peers.

Dyslexia in medical education and training

Within Higher Education (HE), dyslexia appears to be treated with a pervasive suspicion, which is highlighted by Riddell and Weedon (2006), who suggest that this could be due to the: “challenges [posed by dyslexic students] to the idea of absolute standards...because of their claims that traditional forms of assessment are fundamentally discriminatory” (p.58).

This seems particularly pertinent to the context of medical education, where the proximity of dyslexia to a general perception of intellectual ability appears to be inherently problematic. Personal experience suggests that this is due, in part, to the competitively intellectual nature of the training in, and practice of, medicine. Furthermore, the concept of disability in the medical profession is complex as it sits at the tipping-point of the tension between ‘society’s right’ to expect doctors to have the capacity to develop the skills necessary to identify undifferentiated illness, and equal opportunity to access the profession (Manders, 2006). However, the society that the medical profession serves is becoming increasingly diverse (Royal College of Physicians, 2005). Therefore, I would argue that, in order to better serve this diversifying population, diversity within the profession itself should be embraced and valued.

Reasonable adjustments

As a profession that serves the vulnerable public, medicine is bound by rules and is regulated by law and external watchdogs (e.g. the Medical

Act, 1983; General Medical Council, 2006). These guiding principals affect medical education in asserting the standard against which professionals are measured, in order to rationalise entry to the profession. One key point at which such standards act is in assessments, and it is here that the issue of reasonable adjustments seems most contentious (e.g. Earl and Sharp, 2000).

“Everyone is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid” (Kelly, 2004, p.82)

The above popular quote is attributed to Albert Einstein, although its true origins are disputed. The sentiment reflects the belief that learners with varying abilities would be better assessed using a variety of means that are more sensitive to their skills, rather than their impairments. There is variation within and between HE institutions as to what accommodations are provided for which assessment strategies (Earl *et al.*, 1999; Shrewsbury, 2011). Tensions surrounding the provision of accommodations, such as extended time, stem from academic concerns of fairness and academic standards (Riddell and Weedon, 2006; Earl and Sharp, 2000). In the context of medical education, the most frequently afforded accommodation is an extension to the time in which students have to sit an assessment, and is usually restricted to written assessments. Extended time is seen to confer advantage on younger students, where both disabled and non-disabled learners improve performance with this accommodation (e.g. Elliott and Marquart, 2004). However, in students at the level of HE, this effect is not seen and the accommodation-disability paradigm effect is apparent, where only disabled learners benefit from accommodating conditions, such as extra time (Philips, 1994; Runyan, 1991; Alster, 1997).

The challenge

Depriving dyslexic students of reasonable adjustments would serve to further marginalise this group, and

would contravene my interpretation of the law. If the medical profession cannot serve as an example of acceptance and respect, then a growing proportion of society could be subject to un-corrected levels of discrimination. If there is a true accommodation-disability effect, and if an accommodation does not undermine the validity of an assessment², it seems appropriate to afford accommodations to learners with dyslexia. However, we still encounter difficulty when considering how the dynamic clinical learning encounter (environmental and educator factors) can be altered. This is because of a number of reasons, such as:

- a). The safety of patients is paramount and must not be compromised³.
- b). The environments change so frequently (one ward on one morning, a different clinic that afternoon and a completely different hospital the next day).
- c). Those involved in teaching medical students are from a wide variety of different levels of experience, seniority, and disciplines. Therefore, it would be more appropriate, or efficient, for the learners to change, or at least drive change.

The challenge is this: how do we help a learner with dyslexia develop the insight and skills necessary to recognise how they need to adapt the way they learn in various environments, and to develop the ability to help others change (e.g. to diplomatically influence the educators who teach them)? This situates the learner at the centre of the issue, as the focus of responsibility and the driver to change, which is more consistent with beliefs about how adults learn (e.g. Brookfield, 1986).

A strategy to meet this challenge would need to be sensitive to the dynamic nature of the clinical learning environment, protect patients’ safety and empower learners to affect change within their own approach to learning as well as

² Which, incidentally, it does not- but the detailed discussion of this would venture beyond the scope of this article. Performance in a standardised test is measured against either set standards and criteria (criterion referenced), or the performance of peers in the same test (norm referenced). Criterion referenced standardisation of an accommodated-student’s test scores, when interpreting such results in the context of a large cohort of students assessed differentially, circumvents the issues of validity and reliability.

³ Although it is hard to see how being dyslexia friendly can possibly do anything other than improve the patient experience- by improving communication!

others' approach to teaching. It is clear, therefore, that there is an opportunity for professionals from many disciplines of education and learner support (especially specialist tutors for learners with SpLD) to work with medical educators and learners to co-create strategies that will meet these demands. It is here that the gauntlet is placed, and invitation extended to welcome fresh ideas and new perspectives to the discipline and practice of medical education.

Conclusion

Learners with SpLD, including dyslexia, can successfully enter medical school,

complete training and go on to be successful doctors. There appears to be a persistence of misinformed perception surrounding dyslexia, however that casts aspersions over the performance of these professionals. This highlights a need for further work to inform practice and debate around learner support, but also opens a crucial dialogue between learners, specialist tutors, and stakeholders within medical education. Herein lies an opportunity to co-create a strategy to empower learners with SpLD to affect change in approaches to learning and teaching that is sensitive to the varied demands of the clinical

environment. In so doing, misperceptions can be challenged and the modern healthcare workforce can work in a manner that is more enlightened and inclusive of the diversity within its ranks as well as within the society it serves.

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Load2learn: Helping students to get the most out of lessons using the new free service

Load2Learn provides accessible textbooks and images to support dyslexic, partially sighted or blind learners who have difficulty reading standard print.



Around one in ten students struggle to read standard print and this can prevent them from getting the most out of lessons and homework in the same way as their classmates. Despite the hard work of teachers, Special Education Needs Coordinators and other support staff, these learners do not always get the texts they need, when they need them, leaving them at a disadvantage. This can be frustrating for students and also for their parents who may feel unable to help.

Load2learn is a free, online resource from Dyslexia Action and the Royal National Institute of Blind People (RNIB) that can help teachers tackle this problem. Load2Learn supports learners with dyslexia, visual impairment and other disabilities by providing reading and learning materials that can be personalised. The service reduces the amount of time that support staff currently spend on

administration, photocopying and tracking down suitable reading materials. This allows them to dedicate more time with their students helping to increase their engagement and learning.

Textbooks for all Key Stages

Curriculum materials across all Key Stages - textbooks, test papers and images - can be downloaded in a range of file formats and then adapted to suit the personal reading needs of students. There are currently over 1,900 titles and 1,000 images to download and documents can be customised to create different print or braille versions. Currently, 70 per cent are Primary titles (Key Stages 1 and 2) and 26 per cent are Secondary (Key Stages 3 and 4), with a small amount of Further Education titles. The collection contains textbooks, reading schemes, books for reluctant readers, fiction and free PDF's from the publisher Nelson Thornes.



The website provides textbooks, images and other resources as Word, audio, EPUB, PDF and CorelDRAW files. The documents are in an accessible format, which means they can be used with technology that the learner may already have such as laptops with text to speech readers and DAISY players.

The resource includes 'how-to' guides and videos to help staff use the materials. Users can also upload and share their own materials with the Load2Learn community.

Helping students with dyslexia

Val, a SENCO at a secondary school, explains that if her dyslexic students had not been provided with an alternative format, in this instance an audio version of the text, they would have been unable to access it as they can't decode words and skim and scan read a lengthy fiction novel. She said:

"A lot of my students faced with the book 'A Christmas Carol' would have found it difficult, but trying out Load2learn enabled me to differentiate the text to suit the needs of the students."

Val believes there are clear advantages of utilising an alternative format with her dyslexic students. The fact that they didn't need to read through the whole text, they could access the relevant sections, was helpful for a number of the pupils. She added:
"Once they could hear the story, and the particular bits that were relevant to their learning, they remembered it better. They could then answer the questions. Using auditory and being able to take away the stress of reading large chunks of text has allowed my students to progress. Some of my students have gained three years on their reading skills."

Although some smaller collections of resources are available online across a few different websites, Load2Learn is a comprehensive, central resource. Files that are downloadable are structured for ease of use and are of a high quality.

Saving preparation time

Sally works at an educational resource centre in Hull. She explained:

"Load2Learn means instant access. It saves us so much time and frees up staff to concentrate on other areas of work such as production of more specialist materials or supporting students with independent living. Previously it could take anything from four days to four months to get the required materials, having to contact the publisher. Load2Learn is instant - I can get a PDF onto the student's laptop on the same day."

Adam is a SENCO at The Parker E-Act Academy who works with pupils with dyslexia, and has seen the positive effects of bringing additional resources into the classroom. He said:

"We brought a Dyslexia and Assistive Technology Specialist Consultant into the classroom and it has made a big difference. She has encouraged the pupils to be more open to using additional resources and helped them to understand how the different materials can support their learning. Each student has their individual needs so we can't go for a blanket approach but the different aspects of Load2Learn have been helpful, for example, using audio can help get around many of the issues the pupils have with accessing print. I have seen some of the pupils get excited and say 'yes - that makes everything much clearer' which is great to see. "The main benefit of Load2Learn is that it gives the children a quick way into things that they wouldn't otherwise have, and that helps them to stay focused and not lose interest."

For more information about Load2Learn please visit, email info@load2learn.org.uk or call 0300 303 8313.



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The Dimension of Executive Functioning to Specific Learning Difficulties

Barry Johnson, Jacky Ridsdale and Anwen Jones discuss the importance of a clear understanding of executive functioning in relation to the role of the assessor of specific learning difficulties.

What is 'executive functioning'? The term 'executive functioning' is a construct which focuses on a person's control and co-ordination of cognitive strategies when problem solving. Example definitions are: 'those higher-order cognitive capabilities that are called upon in order to formulate new plans of action and to select, schedule, and monitor appropriate sequences of action' (Perry and Hodges, 1999, p. 389) and 'an umbrella term used to describe a number of higher-order cognitive processes needed for self-regulation, planning, problem solving, and flexible, goal-directed, thought and action' (Rose, Feldman and Jankowski, 2011). Salthouse (2005) is a useful source of more definitions.

Are there different types of executive functioning?

Some people have argued that it is useful to subdivide executive functioning into various categories. For example, Pennington and Ozonoff (1996) divide executive functioning into the following:

- planning (how to approach a problem),
- working memory/updating (working on information held in the short-term memory and applying strategies),
- problem solving,
- self-monitoring (standing back and reflecting on how you are doing),
- mental flexibility (how good you are at switching across strategies/tasks),
- generativity/fluency (how speedy you are at solving or processing the problem and maintaining success over time), and
- inhibition of prepotent responses (how good you are at overriding established habits that you've learned).

Miyake et al. (2000) prefer to divide the term into three broad categories; inhibition, updating (reviewing attempts and reflecting), and shifting (changing/adapting mental sets). Whichever model one prefers to adopt, it is interesting that the difficulties listed often characterise profiles where attention and concentration are notable features.

It follows from such subdivisions that we might expect people with difficulties in executive functioning to have varied profiles of strengths and weaknesses across different aspects of such functioning. For example, they may lack flexibility when problem solving, be over-conditioned by prior learning, confused by irrelevant stimuli, fail to identify crucial information, or have weaknesses with acting on short-term memory or combinations thereof.

But what is the difference between intelligence and executive functioning? They seem to be very similar.

There certainly has been debate about whether or not executive functioning is a valid construct with unique features which distinguish it from core intelligence as defined by contemporary theories (Salthouse, 2005; Heitz et al., 2006; Duan, Wei, Wang and Shi, 2010; Davis, Pearson and Finch, 2011). However, there is sufficient evidence to indicate that executive functioning is a useful term to help understand people's learning and development and that it gives 'added value' as a dimension of measurement alongside other cognitive abilities.

Executive functioning is best understood as being employed

during tasks that demand novelty and higher order cognitive functions, and not being used during automatised or routine tasks. Executive function tasks are complex and focus on the integration of information - active thought is always needed. Clearly, there are some tasks that are routine and automatic for most people, but not so for those with specific learning difficulties. For example, phonic decoding tasks are routine for most but those with dyslexia find this task is not automatic and demands additional executive effort for success.

How can the term 'executive functioning' be useful to me as an assessor of specific learning difficulties?

There are already published tests of executive functioning, as well as others that are solely used for research purposes. Some of these are usefully collated and described by Henry and Bettenay (2010) and Reiter, Tucha and Lange (2004). It is perhaps useful to appraise these tests to determine if they could increase one's test repertoire. Not all of them are 'open' tests - some are restricted to psychologists. Notwithstanding the availability of commercial tests, the concept of executive functioning can be useful to the assessor in the following areas.

1. Choice of tests and the assessment framework/paradigm

Assessment of 'cognitive abilities' has been a core feature in most diagnostic assessment frameworks. Historically, this has been associated with IQ with a view to comparing it with attainment skill levels in order to determine if an ability-attainment discrepancy is evident or not. The current trend has been towards one of considering cognitive processing

measures and attainment but still with an acceptance that measures of 'general underlying ability' remain a key feature of a diagnostic assessment (Jones & Greenwold, 2010).

It is perhaps a suitable time to attempt to unpack further the slippery term 'abilities', with a view to exploring possible future directions in assessment frameworks which might promote efficiency of input and provide clients with better links between assessment and teaching.

Essentially, all tests selected and administered need to have worth. Each should be carefully selected for a reason, be part of a hypothesis-testing process, reflecting best-practice, and thereby be fit for purpose. No test should be administered because of habit alone. Ironically this behaviour could be said to exemplify an executive dysfunction - an inability to 'suppress pre-potent responses' (Miyake, 2000). If you routinely spend ten minutes giving a test you rarely find useful which is supplementary to core assessment practice, then why give it? If it does not enable you to give recommendations or more clearly explain the client's strengths and difficulties, then of what use is it? If you administer tests to give a view on 'abilities' then perhaps that view needs to include, or indeed be focused on, why clients are reporting potential executive functioning difficulties. Is it this area of 'abilities' that needs to be investigated with appropriately selected tests?

2. Co-occurring learning difficulties

Whichever field of specific learning difficulties an assessor might have focussed on, be it dyslexia, dyspraxia, AD(H)D, etc. there is an awareness that one cannot and should not pre-determine the nature of a client's apparent specific learning difficulties. In addition, it is widely accepted that specific learning difficulties have a high degree of co-occurrence (Rose,

2009). So, the assessor has a tightrope of decision-making to walk across. She might have expertise in one area but awareness that a) a serendipitous finding may throw any expectations out of the window and, b), that she should always be alert to, or indeed seek out, the unexpected – very much as an experienced qualitative researcher is trained to do. This careful flexibility could however have the result of the assessor becoming overburdened with options regarding test selection. As well as theoretical considerations, there are always pragmatic factors to be considered concerning, for example, length of assessment, the client's ability to focus over time and cost. Such factors return us to the measurement of 'abilities'. If one can identify assessment tools that focus broadly on how people approach problem solving and how their strategies break down or are inefficiently applied, then this will potentially be useful when faced with the challenge of the co-occurrence of learning difficulties and the pre-assessment uncertainty of the individual's actual needs.

Assessment of executive functioning might offer this broad assessment platform on which a range of learning difficulties could be explored and might lead to more individual recommendations for teaching and support. Thus, one can understand how some assessors are turning to the concept of executive functioning to assess clients with co-occurring profiles, and particularly ADHD (Sheres et al., 2004), and dyslexia (Reiter, Tucka and Lange, 2004).

3. Interpreting current practice using executive functioning concepts

If one asks an experienced diagnostic assessor what tests she prefers, she will answer with strong feelings akin to being asked if she likes liquorice or not, based on her experience of how useful her tests are for giving added-value information about her clients. It is likely that the preferred tests consistently enable her to

expose the clients' weaknesses (or their strengths) in clear ways in accordance with her constructs of how specific learning difficulties operate.

Hopefully, these constructs are based on sound theoretical positions but, essentially, a good test can be defined, in part, as one that drills down in an efficient way to expose the client's weaknesses. Therefore, for example, this is why tests of rapid automatic naming are well liked by dyslexia assessors – there is anticipation that such tests will often reliably and efficiently expose the weaknesses that are closely aligned with dyslexia theories. Such a test may take three or four minutes to administer. Contrast this with an intelligence test administration, which takes an hour or so, and consider which test gives the best 'value for money' diagnostic information regarding those clients who are reporting experiencing difficulties with automaticity, inhibition, memory application, etc. - highlighted by a test of automatic naming speed - and in essence those features then can be very much aligned with what could be interpreted as executive functioning. It might give equal or greater diagnostic value as a much longer intelligence test, especially for those clients who report difficulties with automaticity, inhibition, memory application etc. These are difficulties associated with executive function which might be highlighted by a test of rapid naming. (That is not to say the longer intelligence test might not provide other useful information to explore the individual profile and it is important for assessors to be careful when considering making changes to their established assessment formats.) The main point here is that diagnostic assessors may be currently using tests that are not formally described as tests of executive functioning, RAN being a case in point, but on analysis might be so described.

For another practical example consider 'matrices' tests. Although these are essentially tests of fluid reasoning ability, *Gf*, some people (Elliott, 2001) have remarked that

a number of clients with dyslexia appear to have difficulties with matrices tests because they require strategies of switching and integration of visual and verbal processing when problem-solving the test items. Clients invariably switch across modalities of thought when attempting to solve such visual tasks (*This shape doesn't fit because it hasn't got a triangle in it, so if not this one, then I'll look at this one, etc.*). Therefore, while a weak score on a matrices test probably does indicate a low level

of *Gf*, for the client with specific learning difficulties, a matrices test might also be useful as an additional diagnostic indicator of executive functioning. The experienced assessor may decide to administer a matrices test, not because she wants primarily a measure of *Gf* but to investigate the client's approach to solving these types of problems. As a final example, a test of verbal working memory, where the task is to reverse strings of digits, can also be described in executive functioning terms.

4. Giving greater opportunity to engage with the client and provide feedback

If tests of executive functioning are applied, they promote the opportunity to engage with the client about her approach to problem solving and processing information. Highlighting for a client how she is distracted, resistant to experiment, confused by competing stimuli etc. may generate useful insights to reflect on. Such tests usually provide standardised scores and thus the means of obtaining comparative normative data is not lost.

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The views expressed in this article are those of the authors and do not necessarily reflect the operational policies of their organisations.

What's New in Access Arrangements, Reasonable Adjustments and Special Considerations for **General and Vocational Qualifications**

Jacky Ridsdale Principal Psychology Lecturer at Dyslexia Action provides a summary of the current JCQ regulations.

1. Introduction

This article references the Joint Council for Qualifications (JCQ) publication:

Access Arrangements, Reasonable Adjustments and Special Consideration, General Vocational qualifications. With effect from 1 September 2012 to 31 August 2013.

The new booklet of regulations and guidelines is available on-line at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

These regulations are, in effect, JCQ's means of interpreting contemporary disability legislation with respect to reasonable adjustments. New JCQ points for **2012-2013** will be presented in this article in **bold**.

It is of note that during 2012 a group representing Dyslexia Action, Patoss, and the British Dyslexia Association met with Nick Lait, Senior Manager, Examination Services JCQ, at his invitation, to preview and discuss this year's regulations. This meeting was very helpful in terms of clarifying contentious issues and we were able to jointly agree on some key amendments to the Guidelines - many of which pertain to extra time of up to 25%.

This document was originally written largely for Dyslexia Action employees and its consultant psychologists. For answers to specific queries relating to interpretation of regulations and/or particular student's circumstances JCQ should be contacted directly.

New Points

There are a few significant amendments this year but on the whole it represents a consolidation of the system of applying for access arrangements, using Access Arrangements Online. The two fundamental categories however remain:

1. A statement of Special Educational needs relating to secondary education
OR
2. An assessment carried out, **preferably from Year 9 onwards**, by a specialist assessor confirming learning difficulty relating to secondary/further education.

NB this is a 'preferably' – next year it is likely to be a 'must'. The shift from Year 7 to Year 9 seems appropriate and fair.

Major changes to the extra time of up to 25% guidelines are as follows:

• **At least one score of 84 or less – below average**

The simple case for extra time remains a combination of at least one score of 84 or less relating to speed of processing – whether speed of reading, speed of reading comprehension, speed of writing, or cognitive processing* measures which have a substantial effect on speed of working – AND evidence that having extra time is the normal way of working for the candidate.

- ****Cognitive processing measures** include, e.g. working memory, phonological processing, visual processing, sequencing problems, organizational problems, visual/motor coordination difficulties or "other measures as determined appropriate for the individual." These difficulties will be demonstrated by tests which result in a below average standardized score, i.e. a score of 84 or less.' (p.58, para 4.5.11)

NB note that the examples of types of cognitive processing here are not meant to be an exhaustive list, and ultimately it is the specialist assessor who determines what tests of cognitive processing are appropriate.

• **At least two scores of 85-89 – low average**

As above – but, two scores must now be present plus an increased body of evidence on normal way of working. This should be deemed unusual and exceptional by the specialist assessor, applying to a small proportion of candidates.

• **A cluster of scores of 90-94 – average**

As above – but, clearly, as these scores are in the average range any request for extra time on this basis **MUST** be backed by compelling evidence of history of need in the normal working situation, **PLUS**, a formal diagnosis of a significant learning difficulty or disability. In these rare and unusual cases where a diagnosis is required the choice of specialist assessor must be very carefully made, and the proviso in para 2.1.3 on p.9 considered.

- **The more evidence available, the lower the scores, – the more compelling the case.**

A lack of scores under 85 however necessitates a balancing body of other evidence – classroom practice, mock exams, comments from staff, letters from specialists, IEPs etc. to make a compelling case. At first glance the pages devoted to this issue (pp.6-9) seem complicated – but the principle is simple.

In addition, if you have a candidate who would be eligible for a scribe or a reader, by virtue of having a spelling score under 85, or a reading score under 85 and who does NOT want one of these access arrangements – he/she may opt to have 25% extra time instead. It is essential however that the centre allows the young person the option of reader and or scribe (p.12), and that they confirm in writing that their genuine preference is for extra time to check and process their work independently.

- **Rest breaks**

More detail about the type of conditions that could necessitate rest breaks – such as ADHD, ODD/Conduct Disorder – etc are provided on page 13. It is made clear that the list is not exhaustive.

- **Computer Reader:** This can be allowed in some papers testing reading – even where a human reader is NOT permitted. Conceptually this is complex but basically a computer reader allows ‘independence’ whereas a human reader does not. The greatest impact of this is in GCSE English/GCSE English Language. A full list of when a reader/computer reader can be used is on page 19.

- **iPads and pc tablets** may be used as word processors (spell check etc disabled) without request or evidence. (p.29)

Electronic bilingual translation dictionary is permitted. There is much detail regarding when 25% extra time can be allowed as well as a bilingual dictionary (pp. 44-45) – largely depending on how long the candidate has been in the UK, and their history of exposure to English.

Exemptions CAN be granted where the disability is so significant that a whole component of the exam cannot be undertaken even with access arrangements. This will be rare, needs processing through the relevant awarding body, and will result in an indication on the candidate’s certificate that not all assessment objectives were accessible to the candidate. (p.47)

General Summary

Two years ago the use of coloured overlays, prompts, read aloud and word processors (as long as these arrangements could be deemed ‘normal way of working’) were permitted to be granted by the centre with no need to go through Access arrangements online or to keep evidence. This is still the case.

The booklet retains most of the new format introduced two years ago, being divided into ‘changes for the academic year 2012-2013, followed (p.vii) by a brief but informative section titled ‘Definitions’ in which common terms such as Access Arrangements, Reasonable Adjustments and Special Consideration’ are clarified.

A summary of the Equality Act 2010 definition of disability is given on page viii

This is followed, as before, by Sections A, B, C and D.

Section A is called **Pre-examination adjustments – Access Arrangements**, and is the section that generally deals with the familiar issues of access arrangements, eligibility, learning difficulties. It is on the whole clear and retains very helpful concrete examples.

Section B was introduced three years

ago and now refers specifically to the **Equality Act 2010** which applies to **General Qualifications**. The major emphasis here is on ‘reasonable adjustments’ and helpful examples are given (p73-75).

Section C refers to **Reasonable Adjustments in Vocationally Related Qualifications (VRQs)** and National Vocational Qualifications (NVQs) to allow access to assessments.

Section D refers to **Post examination adjustments – Special Consideration** (GCSE and GCE qualifications.)

Section E also refers to post examinations.

Neither Section C, D or E will be discussed here. Those aspects that pertain especially to the position of dyslexic/other SpLD candidates at GCSE and GCE, AEA will be summarised. Basic Skills, Entry Level, Functional Skills, Key Skills etc., will not be addressed.

This means that by and large this summary refers to the information contained in the Changes for the academic year 2012/2013, (pp.vi) and also Section A, Pre-examination

adjustments’ (pp.1-59) but other sections are touched on where appropriate. References are given to page and paragraph numbers in the 2012/2013 booklet, unless otherwise specified.

2. New Terminology

Details will be provided later in this document. A reminder of the terminology Introduced six years ago is given below.

1. JCGQ is JCQ
2. Special arrangements are known always as Access Arrangements.
3. The exact nature of these constitute reasonable adjustments.
4. Exam Boards are known always as awarding bodies.
5. The distinction between centre-delegated and awarding body approved access arrangements is effectively removed as the Access arrangements online system means both types of access arrangements are processed in almost the same way.
6. The terms dyslexia and dyslexic are still maintained – but only in the ‘Examples of how Access Arrangements...would apply’ sections, (e.g. p 11). In all other sections the terms ‘learning

disabilities, learning difficulties, disability/learning difficulty, disability, substantial learning difficulty, impairment, learning difficulties affecting literacy' are all used fairly interchangeably.

7. The term amanuensis is deemed interchangeable with the term scribe.
8. Form 8 is deemed a practical way to summarise relevant information and schools are encouraged to complete Section A as well as Sections B & C as a useful way to maintain evidence of history of need and provision. It may also sometimes be advisable for 'off-site' specialist assessors (such as Dyslexia Action psychologists and specialist teachers), if they wished to do so, also to use Section C of Form 8. As an acceptable alternative however they may complete a form devised by school, or their own version. What is necessary is a brief summary, which addresses the same key questions (para 4.6.3, p60) easily detached from the main report, if this report is very long, equivalent to a Form 8 Section C, which schools may hold on file as evidence in case of inspection.
9. Assessor has become 'the specialist assessor' whether teacher, psychologist or other.
10. Oral Language Modifier – this term was introduced four years ago and now well embedded. Only the carrier language can be modified.
11. Papers with modified language. Once again this has its origins in the needs of the deaf – but may have far reaching implications. Only the carrier language can be modified. Live Speaker – once again this arises from the needs of deaf candidates – cue cards may be used as well for certain sounds.
12. Computer readers – software which reads out a scanned paper. See above for where a computer reader **may** be allowed when a live reader is not (pp15-16).
13. Assessment Objectives – competence standards, knowledge, understanding, skills and application.
14. Carrier language – the language in which the exam questions are couched.

15. Exemption from the component – There are guidelines on this making it clear it can only be applied in extreme cases and will incur an indication on the candidate's certificate to show not all of the assessment objectives were accessible. It cannot be processed by Access Arrangements Online.

3. The Role of the Awarding Bodies

The introduction of 'Access Arrangements Online' has considerably changed – but not altogether removed – the role of the Awarding Bodies. In nearly all cases now however the procedure by which the exams officer enters details online means that there is an instant online automated response either confirming or turning down the access arrangement proposed – as long as a Standard Score is submitted. NB. Although this procedure is the same for 'delegated to centre' and 'awarding body approved' access arrangements, the evidence requirements are different.

4. Access Arrangements (General Points)

Readily available access arrangements are as follows:

- Amplification equipment
- Braille
- CCTV
- Colour naming
- Coloured overlays
- Electronic bilingual dictionary
- Live speaker
- Low vision aids
- Optical character reader
- Prompts
- Reading aloud to self
- Rest breaks
- Scanner
- Separate invigilation
- Transcripts
- Word processor

As last year these are access arrangements which centres can allow without any need to go to **Access Arrangements Online** OR hold

evidence on file OR record use of the arrangement. What is necessary is an understanding that this is the candidate's normal way of working.

Further Arrangements

- Additional tapes/CDs
- Alternative accommodation away from centre
- Bilingual dictionary with extra time
- Braille question papers
- Coloured Paper
- Computer reader/reader (an aide memoire for this is available p.96)
- Early opening of papers
- Extra time – more than 25% - up to 100%
- Live speaker
- Modified enlarged font
- Modified language
- Oral language modifier (an aide memoire for this is available p.98)
- Practical assistant
- Scribe (an aide memoire for this is available p.97)
- Sign language interpreter
- Tactile diagrams
- Transcript of recording
- Up to 25% extra time
- Voice activated computer

These must still be processed through 'Access Arrangements Online' which allows centres to download pre-populated cover sheets. In the case of **these** access arrangements however the assessment **must** have been carried out within the 26 months prior to the examination and in **most** cases the candidate must have scored below 85 on a relevant test. **There has been, and will continue to be** a significant increase in monitoring and inspection of centre-held evidence by JCQ officers.

N.B. Many of the above apply to candidates with sensory or physical impairment. It is of note however that one of the central tenets of Equality

Act legislation is that adjustments must be made according to need – rather than according to a category of disability. This has wide implications. The use of ‘**Modified Language**’ for example is generated by the need of those with a hearing impairment, who have a concomitant difficulty in reading comprehension, to have written language simplified so they can understand it. This original intent however cannot be exclusive to candidates with a hearing impairment. It means that any candidate who can be shown to have a significant impairment in language comprehension must now be allowed access to papers where the questions have been written in ‘modified language’. The JCQ has grasped this nettle however and (p.48 Chapter 3) is continuing to work on the task of ‘the modification of carrier language in all question papers. The carrier language means the way in which the questions are phrased – it does NOT refer to any technical terms etc. which constitute part of the core-assessed components. This modification of all papers for all candidates remains work in progress. Some are however now completed.

Extra Time up to 100%

Up until two years ago it was rare to be granted more than 25% extra time. Application of the Disability Discrimination Act (DDA) has now made this more freely available to those with ‘substantially’ below average speed of processing’ (p.10). Two years ago this was quantified and the candidate must gain a standard score of 69 or less on a test of speed of processing – whether reading, comprehension, writing or cognitive processing. Over 25% of time will usually not be granted in addition to scribe and/or reader, (so a case will have to be made if this is necessary)

Live Speaker

This arrangement is designed largely for the hearing impaired who need to lip read, and relates to aural exams, a live speaker replacing a tape.

Oral Language Modifier

This arrangement has been further clarified this year (see p.33). To be eligible for this arrangement the candidate must ‘have a reading

comprehension score that is below average **and** have an oral language modifier as a normal way of working. An oral language modifier is permitted to ‘explain or re-phrase the carrier language in an examination paper’. The modifier must be able to differentiate between carrier and subject specific language. Training is recommended. Page 98 gives an aide memoire.

Computer Reader

This really reflects ongoing developments in technology and the use of software, rather than a person, to read the text. **There are occasions where a live reader is NOT allowed, but a computer reader IS allowed. See pages 19 - 21 for full details. N.B. Reading Pens are still NOT allowed.**

Scribe / Word processor WITH spell checker / Voice activated software with spell checker

These three access arrangements are classified as equivalent. If a candidate is permitted a scribe he may implement this by using a word processor with voice activated software with predictive text and spell checker, or use a word processor with keyboard and spell checker. In exams assessing writing however (e.g. French, English – written) text must be independently produced or it cannot be marked. Because of the ‘scribe’ component this remains an ‘applied for’, rather than a ‘centre allowed’ arrangements. Below average speed of writing may give eligibility for a scribe. **Marks awarded for spelling punctuation and grammar will not be available.**

All of the above must be processed through ‘Access Arrangements Online’. In the case of candidates with learning difficulties needing arrangements which must be ‘applied for’, rather than ‘registered’ and which therefore require the outcomes of literacy assessments, it is necessary to complete Form 8 Section C, **or a centre devised equivalent – or a summary paragraph from an external specialists assessment report (see para 4.6.3, p.60).**

It is also **generally** necessary to quote ‘below 85’ scores related to the

arrangements requested (**see new guidelines re: up to 25% extra time**). In addition the assessment must have been carried out within 26 months of the exam series. If a centre is unable to provide literacy assessments in the form of standardised scores or the outcome of the assessments does not fall in the below average range, the request will be automatically turned down. There is a procedure to cater for this event. The exams officer must now make an ‘awarding body referral’. To do this he/she must press a button at the end of the Diagnostic Report page in order to submit ‘alternative evidence’. The exams officer must then ‘make a case’ for those candidates who do not have any literacy scores below 85 but who nevertheless are seriously disadvantaged. It is **ESSENTIAL** that the centre holds evidence to substantiate any requests made and there will be a significant increase in monitoring and inspection of centre-held evidence by JCQ officers.

5. Psychologists and Specialist Teachers

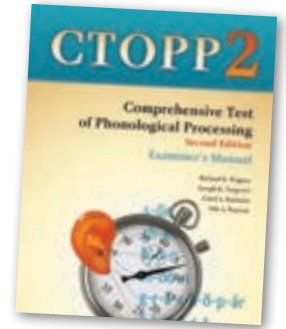
Rules and regulations have always applied alike to psychologists and specialist teachers. Assessment reports may be furnished by psychologists and by holders of specialist teaching qualifications that include training in assessment (details p55). Many postgraduate certificates and diplomas in dyslexia/SEN would be acceptable, as is the *Certificate of Psychometric Testing, Assessment and Access Arrangements* (CPT3A) offered by Dyslexia Action.

N.B. It is NOT essential that a specialist assessor holds an SpLD Assessment Practising Certificate (APC). Assessing for eligibility for exam access arrangements does not necessitate being able to diagnose dyslexia, what is essential is summarized in para 4.3.5

This is the first part of this article. The second part will be published in the Summer Edition of the magazine.

Assessment Test Reviews

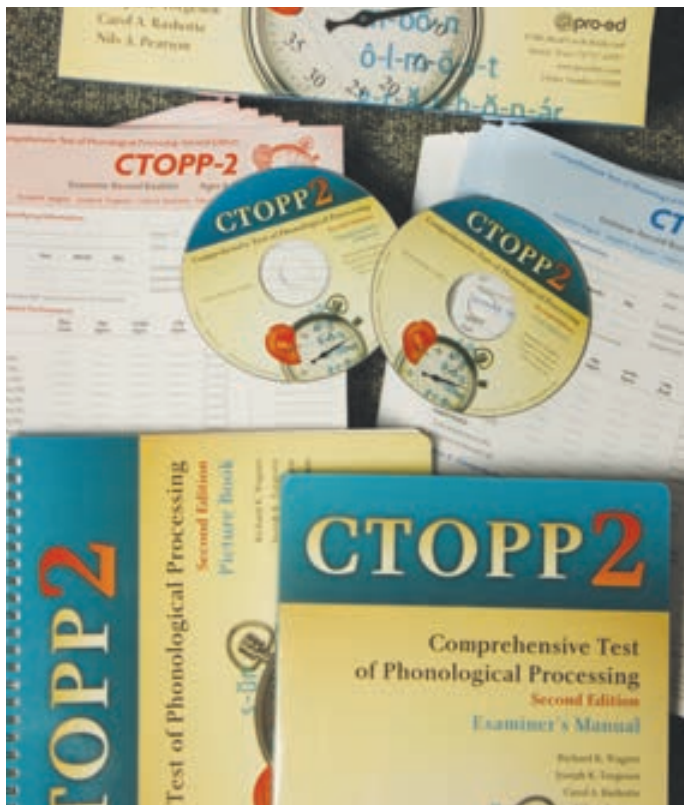
Comprehensive Test of Phonological Processing: Second Edition (CTOPP 2) Authors: Richard K. Wagner, Joseph K. Torgesen, Carol A. Rashotte and Nils A. Pearson.



Reviewed by Dr Catherine Marshall, Postgraduate Tutor, Dyslexia Action

The importance of phonological skills to the development of literacy is well-documented (Snowling, 2000). Different phonological skills are related to different aspects of reading, e.g. explicit awareness of phonemes is important for decoding, while speed of access to phonological representations may be linked to the fluency of an individual's reading. It is therefore crucial for practitioners to have available a sensitive and well-standardised tool for assessing strengths and weaknesses in different aspects of phonological ability. Researchers interested in the role of phonological processing in literacy development also need to use valid and reliable measures. The CTOPP first edition (published in 1999) has proved to be an extremely useful and widely applied test battery for both practitioners and researchers.

The much-anticipated second edition of CTOPP has been developed to make the test more sensitive to phonological abilities at both the lower and higher ranges. The floor effects for the 5 to 6 year old form have been addressed, with the test now spanning the 4 to 6 years age group. This is an important improvement: using the test with younger children will allow early identification of difficulties and early intervention.



The development of a new subtest for the 7-24 years form, *Phoneme Isolation*, has helped to refine the sensitivity of the assessment of phoneme awareness at higher ability levels. In this test, individuals are asked to state one phoneme from a stimulus word, e.g. "What is the *second* sound in the word *flip*?" This test makes demands on working memory and attention, which would need to be taken into account when interpreting performance. Nevertheless, It is likely to be useful in assessing the ability to manipulate phonological information in young adults, particularly as it is difficult to use knowledge of orthographic patterns to complete the task.

The normative data and standardisation have been updated thoroughly for the CTOPP2. This is important as increasing levels of phonics instruction in schools in the U.K. is likely to have affected the phonological awareness of the population as a whole since the publication of the first edition (Hanley, 2010). Of course, that the test is standardised on a North American population should be taken into account when interpreting scores. There are a few "Americanisms" (e.g. 'tub' instead of 'bath'), and the American accent on the CD for *Blending Words*, *Blending Nonwords* and *Nonword Repetition* confused my six year old examinee somewhat.

The manual for the CTOPP2 is easy to navigate, and the administration and scoring instructions are straightforward. The new scoresheets are clearly set-out and there is more space for descriptive terms. The re-termining of the subtest scores as *scaled scores* (with a mean of 10) rather than *standard scores* is helpful.

The second edition of CTOPP will be a useful tool for the practitioner who wishes to investigate an individual's phonological skills in depth. The various aspects of phonological ability which are assessed in CTOPP2 make it possible for intervention to be tailored to particular areas of weakness. For researchers too, the improvements in sensitivity at both the younger and older age levels are a welcome feature.

References

Snowling, M.J. (2000). *Dyslexia* (2nd ed.) Oxford: Blackwell.

Hanley, J.R. (2010) Differences in reading ability between children attending Welsh- and English-speaking primary schools in Wales, In S McDougall, N. Brunswick & P de Mornay Davies (Eds) *Reading and dyslexia in different orthographies*. Hove: Psychology Press.

Book Reviews

Gribbens, M. (2012) *The Study Skills Toolkit for Students with Dyslexia*. London, Sage. ISBN 9780857029324 Price £22.99

Reviewed by: Ann Cole, Adult Co-ordinator and Specialist Teacher, Dyslexia Action

I would highly recommend this book, as an extremely useful toolkit packed with practical advice, tips and hints to help the dyslexic learner at university. From the moment I started to read this book it quickly became a resource I used with the university students I support. Many identified with the author's remarks, describing how the learner might feel, with comments coming from students such as "Yes I often felt like that!" and, "I'm sure she is writing about me." This immediately engaged the students, who were keen to read more and take part in the activities.

The author shares her direct experiences of supporting students with dyslexia at university and expresses how the dyslexic learner feels when faced with a demanding work load. The reader is given practical guidance and solutions to overcome their barriers to learning. For example in *Procrastination*, the thought bubbles, describe the dyslexic learner's negative thoughts and shows positive thoughts written alongside (chapter 2, p19). This encourages the reader to change their approach to study.

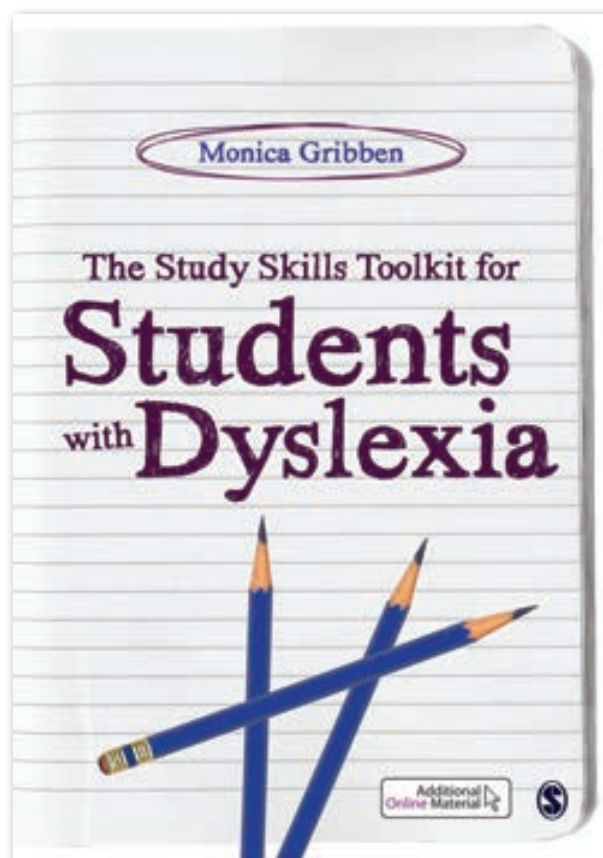
In another example, Exams, Gribbens describes putting things off or getting stuck when revising (chapter 10, p140). The de-clutter storyboard visual aid, gives the student the opportunity to consider and write down their difficulties and to be realistic in what can be achieved in a given day.

The twelve chapters within the book cover, what I would consider, the key areas in helping a dyslexic student new to university. The author begins with the potential worries a dyslexic learner might encounter at the start of their university course. She continues with: how to manage procrastination, planning for note taking, what is critical thinking and preparing for assignments and exams. I particularly like the lighting ideas at the end of each chapter, a checklist and prompt to help the student prepare and remember the key points.

The book can be accessed online as podcasts, known as the Companion Website. The student can listen to and complete the activities for each chapter, allowing online learning rather than reading directly from the book. As many of us know, for the dyslexic learner reading a book can be a barrier in itself. Certainly the interaction via podcasts proved more enjoyable for my learners and engaged their interest in the Study Skills Toolkit.

I found the book to be well presented and easy to follow. Each chapter starts with a short highlighted summary for the reader to identify if the topics covered are relevant to

their needs. There are clear visual examples in all chapters, for both the specialist teacher to explain and for the student to comprehend. The activities are boxed and highlighted and do not take too long to complete. I also like the fact you can go straight to a relevant topic and not have to read each chapter, page by page. As Gribbens suggests in her 'How to Use this Toolkit' at the beginning of the book "Just dip in and out of the different chapters as you need them."

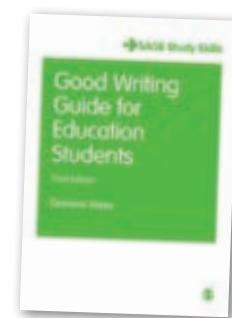


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Book Reviews

Wyse, D, (2012) *The Good Writing Guide for Education Students*. London: Sage Publications. ISBN 978-1-4462-0710-9 RPR: £16.99



Reviewed by: Katy Parnell,
Lecturer, Richmond upon Thames
College, London and Postgraduate
Tutor, Dyslexia Action

Dominic Wyse is currently Professor of Early Childhood and Primary Education at the Institute of Education in London. He has an excellent track record of supporting research students and has extensive experience in a wide range of education research projects. This is the third edition of *The Good Writing Guide for Education Students*.

This down-to-earth and accessible guide offers practical and comprehensive advice on how to write in an academic way about education. Without being patronising, Dominic Wyse explains key concepts such as the crucial importance of peer review and the correct way to reference media articles. He is not afraid to highlight pitfalls that the reader may initially think are obvious but which nevertheless pose dangers

to the unwary – e.g. an assertion is a personal opinion that is not backed up by appropriate evidence. The author throughout offers plenty of examples to illustrate what he is talking about. Each chapter of the handbook has a liberal scattering of Top Tips. There are lists of Dos and Don'ts and Key Facts which make it easier to get to grips with the issues under the spotlight. The Glossary covers contemporary familiar terms like *hyperlink* but also explains the meaning and use of *ibid* and *op.cit*.

The initial sections on reading are very thorough and included is a chapter on how to conduct a search of a modern digital online catalogue - invaluable information for a returner to study. The chapter on referencing is especially useful, offering very specific instructions and referring students to Zotero, the open source software that is now an invaluable research tool. There is an excellent explanation of how to use a spreadsheet to keep a systematic track of reading. There is advice also on how not to treat library books - post-

its apparently are far from a harmless way to keep track of reading as the adhesive will lift the print from a page.

The chapters on writing are similarly very practically focused. The author suggests using the word processor's automatic heading styles to enable the creation of a document map - the perfect way to visualise the hierarchical structure of an essay and an easy way to navigate around it. There is very detailed advice on how to balance the elements of a dissertation and finally excellent tips on the pitfalls of computer spelling and grammar checks and on how to avoid plagiarism. The author even tackles commonly confused homophones in a clear and helpfully direct manner.

Throughout the emphasis is on encouraging students to develop their own academic voice. While the text is directed at students of education, in fact the advice would be helpful for students of any academic discipline at first degree or master's level.

Johnson, J. & Bond, B.(2012). *Passing the Literacy Skills Test (Achieving QTS Series) 3rd Revised Edition*. London: Sage Publications Ltd. ISBN 9780857258793 RPR: £9.99 pbk

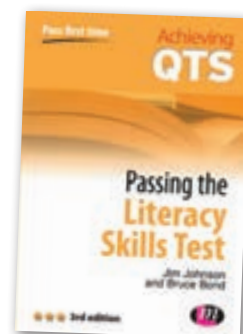
Reviewed by: Lesley Binns,
Community Education
Tutor and Dyslexia Action
PostgraduateTutor

This book was written to support trainee teachers who have to pass a computerised literacy test in order to achieve their Qualified Teacher Status (QTS). The book is specifically designed to help trainees pass the test. This is the 3rd Edition which has been updated and includes a full practice Test. One of the authors, from AlphaPlus Consultancy, was involved in the evaluation and piloting of the Initial Teacher Training Pilot.

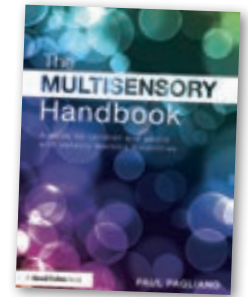
Although there is a contents page, there is also a very useful and user-friendly 'Revision Checklist' on page 6 which gives the reader a more detailed overview and quick reference to specific topics they may wish to focus on. Each area, spelling, punctuation, grammar and comprehension, is allocated a chapter. Each chapter includes an introduction, essential subject knowledge, general tips and practice questions. Chapter 5 has a very useful full Practice Test based on the computer format and chapter 6 gives not only the answers but also explains them in detail highlighting Key Points. There is a useful suggested 'Further Reading' list and a glossary, particularly useful for checking the terminology.

The information is presented in a very accessible way. It explains the basics and includes many examples. The hint boxes provide extra information such as references to other areas of the book and exam technique.

This is a book which will support a trainee teacher prepare for the literacy test and help to develop their knowledge spelling, grammar and comprehension.



Paul Pagliano (2012). *The Multisensory Handbook: A guide for children and adults with sensory learning disabilities*. Oxon: David Fulton, Routledge. ISBN 987-0-415-59754 Price: £24.99



Reviewed by: Jennifer Crawford:
specialist SPLD consultant and
director of LTS Learning Solutions
Centre, Wolverhampton.

Paul Pagliano is Associate Professor of Education at James Cooke University, Australia. In this book he sets out to investigate multisensory stimulation, in both children and adults, with a view to showing how a unified approach can be employed to help those with sensory learning disabilities.

The language in the first two chapters is of a technical nature, but extremely readable. Chapters 1 and 2 discuss the sense organs and their processing function; Paul refers to many recent papers about neuroplasticity and qualifies the need for controlled spaces. Chapter 3 reviews the important role of predictive coding, underlining the importance of prior experience, particularly success, pleasure and happiness and showing us the link with

emotion and wellbeing through the senses.

The whole concept now becomes developmental and in the next two chapters, Paul demonstrates, with visually and auditory impaired case studies, the need for sensory stimulation from birth onwards. Chapter 6 is a fascinating insight into designing a multisensory environment and he gives a multitude of ideas and designs for different types of 'spaces'.

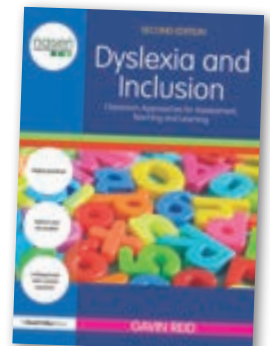
An in-depth section on assessment follows, with a very extensive and user-friendly set of templates for the practitioner to gain a unified profile of the student. The author moves on to refer to the importance of the 'carer' in the whole process of sensory stimulation. He eloquently reinforces what we say about the danger of sensory spaces becoming dumping grounds, or in fact de-sensitising, as stimulation needs to be a shared

experience between the carer/teacher and child or student.

Paul really helps us understand why, even with profound and multiple intellectual and learning disability, how change and improvements in communication can offer an enhanced quality of life. This book is written in a style which is easy to follow and after reading it, I think it will be easy to imagine how you could change your practice to improve the quality of life of your children and students.

There are numerous wide ranging case studies and the book should appeal to anyone working with those who have an impaired sensory system, including learning disabilities. It will also be practically useful to those working with autistic clients, professionals in hospitals, carers of those with dementia, and those working with emotionally-impaired clients.

Reid, G. (2012) *Dyslexia and Inclusion – Classroom Approaches for Assessment, Teaching and Learning* (2nd ed), New York: Routledge. ISBN 978-0-415-60758-2. RPR: £22.99 pbk



Reviewed by: Lisa Brockway,
Consultant Teacher, Dyslexia
Action, Leicester Centre

This book would be useful to any teacher seeking to support students with dyslexia in school and the wider community. It would also be a useful resource for teaching assistants and anyone supporting students with dyslexia. It could also be successfully used by parents as a guide to what helps their children in school as, although it is written in an academic style, the way it is written is not exclusive.

Although it is aimed at the classroom, I felt that the information and suggestions would be equally useful outside the classroom for example

the topics relating to businesses and displays. The content is relevant and although a lot of the material is readily available in other texts or reports, this book brings it all together. It is not a daunting book; the cover is cheerful and attractive.

Gavin Reid has written over 20 books on dyslexia/SpLD and this book is an updated version of a previous edition: *Dyslexia and Inclusion*. The book is readable, informative and well laid out, as well as easy to use and well presented. It is easy to find the relevant sections and the headings are clear. A number of points were presented using bullet points which made reading easier. I felt however that the sections on software could have been a little more informative and a little more varied.

The references and further reading section was comprehensive and there were a large number of references for further reading. There were no additional materials e.g. CD but I'm not sure it would have warranted it. It is a book that is well worth the money.

Many Taylor & Francis and Routledge books are now available as eBooks, please see the website for more titles: www.tandf.co.uk and the eBookstore: www.eBookstore.tandf.co.uk

New and recent additions to the National Dyslexia Resource Centre

Electronic books:

Adams, W. & Reynolds, C. R. (2009). *Essentials of WRAML2 and TOMAL-2 assessment*.

Bartlett, D., Moody, S. & Kindersley, K. (2010). *Dyslexia in the workplace: an introductory guide, 2nd edition*.

Brunswick, N., McDougall, S., De Mornay Davies, P. (2010). *Reading and dyslexia in different orthographies*.

Brunswick, Nicola. (2012). *Supporting dyslexic adults in higher education and the workplace*.

Cain, Kate. (2010). *Reading development and difficulties*.

Flanagan, D.P. & Alfonso, V.C. (2011). *Essentials of specific learning disability identification*.

Homack, S.R. & Reynolds, C.R. (2007). *Essentials of assessment with brief intelligence tests*.

Lucas, B. & Claxton, G. (2010). *New kinds of smart: how the science of learnable intelligence is changing education*.

Mather, N. & Wendling, B.J. (2012). *Essentials of dyslexia assessment and intervention*.

Nijakowska, Joanna. (2010). *Dyslexia in the foreign language classroom*.

Norbury, C., Tomblin, J., Bishop, D.V.M et al (2008). *Understanding developmental language disorders from theory to practice*.

Pavey, B., Meehan, M. & Waugh, A. (2010). *Dyslexia-friendly further and higher education*.

Reid, Gavin. (2011). *Dyslexia, 3rd edition*.

Smyth, Ian. (2010). *Dyslexia in the digital age: making IT work*.

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Reid, Gavin. (2012). *Dyslexia and Inclusion: classroom approaches for assessment, teaching and learning*.

Wyse, Dominic. (2012). *The good writing guide for education students*.

**Remember to Log In to access the e-books.
Contact the librarian about borrowing other items
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Coming Soon! Summer Edition 2013

In the next edition of Dyslexia Review we will have a focus on Autism with articles from specialists working in the field including a guest article from specialist charity Beyond Autism. Jacky Ridsdale concludes her two-part article on Access Arrangements and there will be a test review on TOMAL-2, as well as features, book reviews and much more. If you would like to contribute to Dyslexia Review, have ideas for articles, or would like to join our team of book reviewers please do get in touch at: guild@dyslexiaaction.org.uk.

Editorial team

Dyslexia Action Training Courses

**Dyslexia
Action**

Training and Professional Development

Dyslexia Action Training and Professional Development is a leading provider of specialist training courses in the field of Dyslexia and Specific Learning Difficulties for teaching and support professionals. We offer a wide range of programmes, both qualification specific and short courses, for continuing professional development (CPD). For further details and pricing please visit our website:

www.dyslexiaaction.org.uk/training-courses

Online Summer Schools – July 2013

Details of our online Summer Schools for CPD, International and Adults Awards will be released on 15th April 2013, for further details please visit www.dyslexiaaction.org.uk/summer-school

There are early bird discounts for those booking between 15th April and 15th May

STOP PRESS...

SEN and Teaching Staff Scholarship Funding available now!

Teachers can bid for up to £3,500 and SEN staff can bid for up to £2,000. The scheme will be open for applications for three weeks only from 8th April 2013 for courses starting September 2013.

Funding has previously been awarded for our:

[Postgraduate Programme \(Level 7\)](#) and [CPD Programme \(Level 4 and 5\)](#)

To download a funding application form please visit the following links:

[PG](https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/TA-00017-2013) – <https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/TA-00017-2013>

[CPD](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/TA-00018-2013) – <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/TA-00018-2013>

Any questions or queries regarding the funding should be directed to national.scholarshipfund@education.gsi.gov.uk

CONTINUING PROFESSIONAL DEVELOPMENT

Our short, online courses have been developed specifically to strengthen the expertise and confidence of teachers, teaching assistants and support tutors in order to ensure the progress and achievement of children and adults with special educational needs.

CPD Certificates and Diplomas in Specialist Teaching and Support (online level 4 and 5)

Download our full brochure from the website and find out more about our Award and Certificate programmes. As well as our popular introductory unit course 'Introduction to Dyslexia and Co-occurring Difficulties', there are also literacy skills development programmes and specialist courses in Mathematical skills development and English as an Additional Language. See: <http://dyslexiaaction.org.uk/cpd-programme>

Level 4 CPD Certificate in Strategic Support for Adults with Dyslexia and Co-occurring Difficulties

The Supporting Adults Course is suitable for training



and learning support staff in FE, HE, Work-based Training and Prison Centres. The programme comprises three awards and participants begin the course with the Level 4 CPD Award in Understanding and Supporting the Needs of Adults with Dyslexia and Co-occurring Difficulties. For further information and for 2013 start dates see: <http://dyslexiaaction.org.uk/supporting-adults-programme>

Exam Access Arrangements

This is an updating course to enable teachers qualified in dyslexia and SpLD to comply with JCQ regulations and undertake Examination Access Arrangements. The course is delivered by e-learning and runs throughout the year. See: <http://dyslexiaaction.org.uk/exam-access-arrangements-eaa>

International Diploma in Dyslexia and Literacy

This course is specifically designed for international participants, who are employed within an educational establishment, outside the United Kingdom. The International Diploma is one of the first courses developed to include the opportunity to investigate the issues around dyslexia in other languages. See: <http://dyslexiaaction.org.uk/international-programmes>

Postgraduate Certificate and Diploma Programmes in Dyslexia and Literacy (Level 7) Accredited by Middlesex University

The Dyslexia Action Postgraduate programme is delivered primarily as an online programme with personalised tutor support and is designed for specialist teachers and support tutors in further and higher education. The course aims to develop skilled practitioners who understand both the theory and practice of teaching and assessment of dyslexic learners of all ages. The course is modular and flexible and is undertaken as a part-time programme.

The Postgraduate Certificate offers teaching and assessment pathways and with mentored teaching practice leads to Ordinary Professional Membership or Practitioner Approved Membership with the BDA (ATS or APS). The Diploma course builds on and develops the skills and knowledge and leads to a SASC approved Assessment Practising Certificate and Full Professional Membership with the BDA (AMBDA) on completion of the mentored teaching.

All modules are accredited by Middlesex University. Successful completion of the Diploma enables the practitioner to then progress to the MA in Professional Practice in Dyslexia and Literacy which is completed with the University. See: <http://dyslexiaaction.org.uk/postgraduate-programme>

The Dyslexia Guild – Join now to access our specialist resources

<http://dyslexiaaction.org.uk/dyslexia-guild>

The Dyslexia Guild is our professional association of specialist teachers and assessors and other professionals who are interested in the field of Dyslexia and Co-occurring difficulties. Membership is open to all. Benefits include access to the online library with e-books and e-journal resources, a specialist journal, *Dyslexia Review* and e-newsletter and discounted attendance at our Annual Summer Conference on 3 and 4 July 2013.

T: +44 (0)1784 222342 E: guild@dyslexiaaction.org.uk

FURTHER INFORMATION

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Dyslexia Action

Taking Action • Changing Lives

Your support could help change the lives of more people like 12 year old Stacey

1 in 10 of the UK population is living with dyslexia.

As the saying goes: **"Sticks and Stones may break my bones..."** but it's **words that can really hurt** thousands of children who are living with dyslexia and literacy difficulties.

For every Stacey we are able to help sadly there are many more people we cannot reach due to limited funds. **A regular contribution of just £5 a month could help transform the life of someone with dyslexia.**

To help more people like Stacey please complete our direct debit form at:

www.dyslexiaaction.org.uk/page/project/sticks-and-stones

For more information contact Dyslexia Action:

T: 01784 222 334 E: sticksandstones@dyslexiaaction.org.uk

www.dyslexiaaction.org.uk

Hi my name is Stacey. Im 12 year
old. I go to Sedre School. Im Dyslexic
But im not stupid. Being Dyslexic
is hard and frustrating because it make
me egg egre and that I cant do reading or
writing.

The hardest thing for me to do at school
is ~~expressing myself on paper.~~
~~being able to write.~~

Went I was in young school I got some
help but it wasnot a huth. Some
time it make me wat to cry. I got
more then I got help from
Dyslex Action I was getting better
Best Better Slowly.

~~Don't give help over other children like
me. And please don't be like
that.~~

Is it wasnot get Dyslex Action my
Mum and Dad wouldnot be able to get
me le sons.

please help other children like me.

from
Stacey



Dyslexia Action is the working name for Dyslexia Institute Limited, a charity registered in England and Wales (No. 268502) and Scotland (No. SC039177) and registered in England as company number 01179975.

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