Dyslexia REVIEW

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In this issue:

Dyslexia Action

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Dyslexia Action
Taking Action • Changing Lives

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
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- Assessment Practising Certificate
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For more information see our web page
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Cover Photo
Taking time out/Conference organisers at the 2013 event.

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Editorial

The Annual Summer Conference has now gone by and it was a great opportunity to meet Guild members and hear the latest research, news and views from our speakers across the day. We had lots of memorable moments; the pre-conference dinner and bar networking!; the keynote speakers – some light bulb moments?; the hills and dales of the Surrey campus, to mention a few. There will be further news from the conference in the autumn issue too. Our next conference venue will be announced in the Guild Gallery e-Newsletter shortly. If you are not receiving this on a regular basis direct to your internet mailbox, do let us know.

The summer edition of the journal is similarly full of interesting material with Dyslexia Action tutors providing topical updates on aspects of reading, with articles on Autism in Children and Inference Generation. Our Assessment feature looks this time at TOMAL-2 and Dineke Austin has provided an insightful review on working with the key features of this useful assessment tool.

Summer is a time to catch up on reading whether on vacation or in planning curriculum or studies for the new academic year. We have a bumper bundle of book reviews and this edition our reviews have a wide variety of authors. We are particularly pleased to welcome, for the first time, a young author review from Shivani Dhir at Lampton Academy. Our book review with author interview, High Five Jive, also road tests a practical resource publication that takes multisensory engagement to a new level.

We have a number of reader offers with our book reviews which offer the opportunity to get a discount on the publication. For those of you who wish to borrow books, a reminder that our online library is also packed full of books to download and read and the National Dyslexia Resource Centre also has hard copy specialist books and resources available to Guild members to borrow. Whatever your specialism might be, there is good summer reading ahead.

Kathryn Benzine
Editor

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Membership News

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

Recent Events

Conference events at University of Surrey, Guildford, 3rd and 4th July
We have had some great feedback about our conference with the majority of our keynote speakers being rated at Good and Excellent. Professor Vincent Connelly was a very popular speaker with delegates who described his presentation as interesting and relevant. Many delegates enjoyed the seminar sessions and are looking forward to the reworking of Dyslexia Institute Literacy Programme. Many of you used the surgery sessions to get those burning questions answered, most people enjoyed the panel approach for a general Q&A. For the majority of delegates the keynote speakers were the best part of the event, followed by networking with their peers and then seminar sessions and exhibition. There was a real consensus that time flies when you are enjoying yourself, many delegates did not want to choose between sessions and we needed to bend the laws of time and space to fit it all in. We will respond to your comments to try to improve the event for 2014.

The CPD events that ran on Wednesday were also well received. Affordable Inclusive Technologies for Struggling Readers was rated very good and the biggest complaint was not enough time to experiment. Overall it was an informative and practical day. The Enhancing the Interpretation of Assessment Findings presenters were rated very good to excellent. With such a lot of information to impart and the subject matter of tests generating such a lot of questions, again time was a constraint, but overall this course was rated good to excellent in meeting the needs for continuing professional development. Those of you who were unable to attend will be pleased to know that this SASC approved course will be available again in the Autumn term. We will announce dates and details to all our members by email or check out our training web page for all courses: http://dyslexiaaction.org.uk/training-courses

Overall, for me personally, it was great to meet everyone and put some faces to names of all the lovely members I correspond with. The APC surgery was well attended and I hope we gave you useful solutions to your problems. I especially enjoyed dinner and sat on the same table as Vincent Connelly and Kevin Geeson, Dyslexia Action's Chief Executive. Although Kevin and I work in the same building we often do not get the time to catch up and I was also privileged to listen in to the fascinating conversation between specialist teachers talking about diagnostic testing and the joys of new technology that help dyslexic people read. I wish I had time to talk to all of you!

Forthcoming Events

Examination Access Arrangements
Our next EAA online course dates are in September 2013. Find out more on our web page: http://dyslexiaaction.org.uk/exam-access-arrangements-eaa

Hidden Disabilities Questionnaire
The next dates for this attendance course are October 23rd, 24th and 31st in Birmingham. Candidates with existing specialist qualifications can register for Day 3 only. Proof of qualifications will be required.

See http://dyslexiaaction.org.uk/hdq-training-course for more details.

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, Dyslexia Review 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. I hope you will enjoy using this great resource as part of your membership benefits. Contact me if you would like your login details.

Guild@dyslexiaaction.org.uk




Delegates at the 2013 Summer Conference.

Dyslexia Action Centre Directory

Dyslexia Action Staff Forum Representatives at Park House July 2013
From left to right: Matthew Wilkie (HR), Hayley Vrublevskis (Egham), Karen Anderson (Sheffield), Karen Hurn (HR), Philippa Hunt (Sheffield), Glenys Heap (Educ.Dev) and Kevin Geeson (CEO).

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Children with Autism: Reading with Understanding

Sheila Fannon reviews recent literature to consider some of the difficulties that children with Autism may experience when reading text and considers how we can best support children with Autism to read with understanding.

The difficulties that children with Autism may experience when reading text

Autism is a neurobiological disorder that is characterised by difficulties with social understanding and interaction, difficulties with communication skills and difficulties with flexibility of thinking, behaviour and imagination. Children diagnosed with Autism characteristically will have difficulties making inference. At its simplest level they may take language literally for example, if you ask them 'Would you like to get your reading book?' they may answer 'no'. They will not infer that what you meant by the statement was 'go and get your reading book'. They also have difficulty with Theory of Mind; that is with understanding that other people think differently from them. This can affect their ability to understand the motivations, beliefs and intentions of other people. Children with autism also have a tendency to focus on the detail and parts rather than combining them into a coherent whole. They may also see reading as an adult-directed task that they see no purpose in and this will affect motivation to read.

How do these difficulties impact upon reading? Autism is a spectrum of difficulties and children with Autism can present with different levels of difficulty in each of the areas outlined above. For the purposes of this article I will be discussing children who are most likely to be found in a mainstream school setting rather than those with more severe difficulties.

The Simple View of Reading (Gough and Tunmer 1986) outlined the importance of both decoding and comprehension of text as essential components for reading. More recent theories have viewed reading as a more interactive process dependent on factors such as inference, attention, motivational strategies, understanding a purpose for reading and prior knowledge of the topic (Snow et al 2005).

Children with Autism have generally been found to have good word recognition skills (Nation et al. 2006). In some cases they can display hyperlexia (Grigorenko et al 2003), which is a precocious ability to read words but without having a similar level of understanding of the word. Diehl et al (2006) found from reviews of language studies that children on the spectrum have delayed but intact phonological, morphological and syntactic skills. This would suggest that difficulties with reading are not to do with single word reading or the ability to decode words.

Nation et al (2006) found that 65% of children with Autism had difficulties with comprehension of text. Where do these difficulties arise?

Research indicates that there is understanding at the word level (Snowling and Frith 1983). Experiments were conducted using the stroop effect; that is when a colour name is presented in a different colour font. The colour name interfered with naming the colour in which the word was written, indicating that children understood the meaning of the word. Paul et al (1998) concluded that children with Autism can also understand at the sentence level. Frith and Snowling found, using cloze tasks[1], that children with autism could make use of syntactic clues. O'Connor and Klein (2004) state that research has indicated that grammatical skills in children with autism are delayed which may make it more difficult for them to read with understanding when grammar in a text is complex. Kana et al (2006) found that students with Autism make more use of visual imagery.

In order to read for meaning, students need the ability to integrate words, clauses and sentences from a text into a coherent whole. 0'Connor and Klein state that many students with autism experience difficulties integrating information from previous text to understand the gist of a passage. Further, they also conclude that 'one of the most common ways that text coheres is through the use of anaphors'. This is when text refers back to earlier elements of the text, for example, 'Jim preferred the company of himself'. O'Connor and Klein point to the difficulties for children on the spectrum with understanding anaphors 'given the difficulties that people with autism have in understanding mental states and managing attention they might be expected to have difficulties interpreting such cues'.

Recent research also suggests that poor memory and organisational skills found in children with autism may play a part in the ability to integrate text (Williams et al, 2006). Research by Diehl et al (2006) found that whilst children on the spectrum could

[1] *In a cloze activity words or letters are omitted from text in ways that require the readers to use specific reading strategies, or to focus upon specific cues in the text.*

remember the gist of a story they found it difficult to organise events into a meaningful story and their stories had fewer causal links.

Understanding narrative text can be particularly challenging for children with Autism because of the need to infer and understand the motivations and intentions of characters and the sometimes abstract themes of plot development (Randi et al, 2010). The ability to infer is also important in reading both to understand what it happening and to predict what may happen. O'Connor and Klein state that most children with autism show reading comprehension that 'is impaired but not entirely lacking '. They state that 'reading comprehension for high functioning children with autism was similar to IQ matched controls, but for adolescents reading comprehension was lower than controls possibly reflecting the greater inferential demands of age-normed tests for older student'. Vacca (2007) cites research which found that children on the spectrum could answer factual questions about a story but experienced difficulties when inferences needed to be made. He cites an experiment conducted with children on the spectrum using the book 'Frog, Where are You?' In this story a key element of the story, that a frog escapes because he has a family, is not stated but needs to be inferred. It was found that children on the spectrum were able to recall events in the story but they were not able to make this inference.

Furthermore, children on the spectrum have been found to have difficulties with making use of prior knowledge to interpret text (0'Connor and Klein, 2004). Prior knowledge aids comprehension. The above outlines some of the difficulties that children with Autism may experience when reading text.

How can we support children with Autism to read with understanding?

O'Connor and Klein conducted research to establish how children with Autism could best be supported. They tested three interventions. The first intervention made use of prior knowledge in that the researchers asked questions related to the passage before the passage was read. The second intervention tested the effect of anaphoric cuing[2]. This also necessitated that students paused, thought and monitored their reading. The third intervention was a cloze task which also necessitated monitoring understanding and re-reading. The results indicated that the most successful intervention was anaphoric cueing. The activation of prior knowledge was a double-edged sword; 'on the one hand previous research has found that the activation of prior knowledge usually improves students recall and comprehension of text -----on the other hand ---for some students pre-reading questions activated prior knowledge that was irrelevant or inaccurate'. Although this is not related only to children with Autism, their particular difficulties may make activation of irrelevant knowledge more of a problem. This was a small scale study but the authors suggest that strategies which may support comprehension of reading text in children with Autism would be to encourage children to self-monitor when they are reading; for prior knowledge to be provided by the adult before a passage is read to ensure that the knowledge is accurate and relevant and to encourage children to check the antecedents of pronouns so that they are better able to understand what they are reading.

One of the difficulties, which children on the spectrum experience, is with social understanding and with understanding the feelings, beliefs and intentions of others. There are many resources available to help to develop these skills in children on the spectrum. Adults may also need to use questions and discussions regarding characters in books to explicitly teach in this area and help children to understand. Vacca suggests that the use of Social Stories and Comic Strip Conversations, developed by Carol Gray, can help to develop skills and understanding.

Other techniques that may help develop comprehension skills are 'Think Aloud' developed by Harvey and Gourvis in which the adult models comprehension strategies by asking questions, making inferences and connections and 'Reciprocal Teaching' developed by Palinscar and Brown . Reciprocal Teaching is an intervention that aims to develop comprehension by developing skills such as predicting, generalising, clarifying. There are many materials for Reciprocal Teaching available free of charge on the internet.

Children also need to be motivated by understanding the purpose of reading and to be encouraged to identify the main idea of a story from the detail and to identify what is relevant. Children on the spectrum can often be motivated to read by making use of their special interests and these can also be used with other texts for adults to work with children to identify what information is relevant and what is not.

Reading comprises not only of being able to read and decode words but in understanding what has been read. Children on the spectrum have a profile of strengths and weaknesses that may make the complex task of understanding text more difficult for them. Each child is different and will have their own pattern of strengths and weaknesses. However, explicit and targeted teaching of skills can help them to better develop the necessary skills to understand text.

Sheila Fannon is a Chartered Psychologist and an Area Senior Educational Psychologist working for a local authority. In addition to managing a team of educational psychologists, she also has a cross-county specialist role for Autism. Sheila is a Dyslexia Action e-learning postgraduate tutor.

[2] Anaphoric cueing means that the teacher will teach the child to identify words in the text that reference words previously used in the text (anaphora). Most Anaphoras are pronouns, which reference a person who was discussed earlier in the text. When teaching anaphoric cueing, teachers show students how to pause at an anaphora and relate those words back to their original reference.

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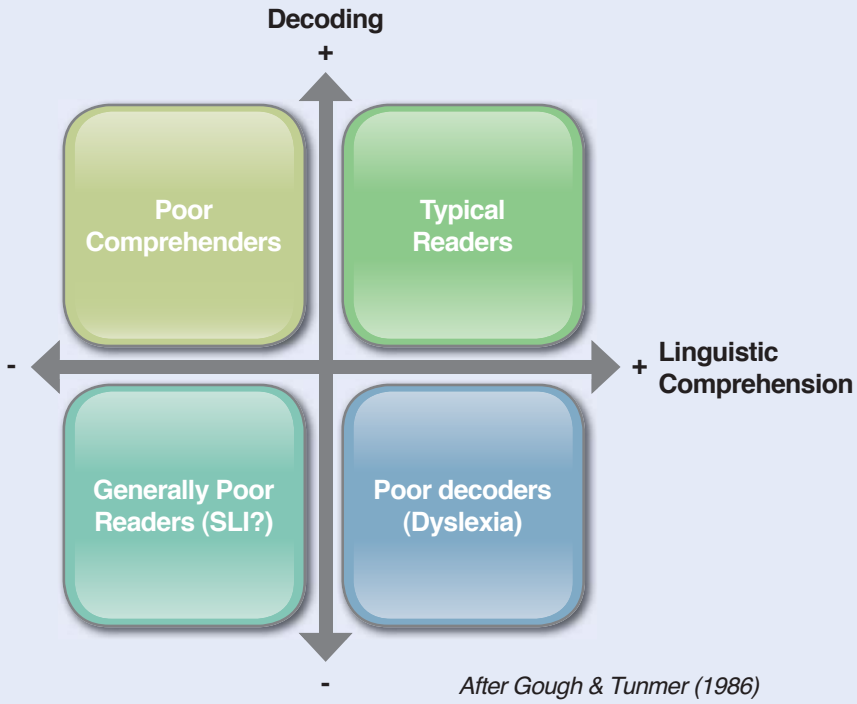
Inference Generation and Reading Disability: Far from Simple?

In this article Dr Leesa Clarke looks at how inference generation is affected by reading disability, and presents some data in support of the dissociation between decoding and linguistic comprehension as proposed in the Simple View of Reading.

According to Gough and Tunmer's (1986) Simple View of Reading, Reading (R) can be equated to the product of decoding (D) and linguistic comprehension (LC). The relationship is considered to be multiplicative, because in the absence of either D or LC, reading cannot be said to have occurred. A competent decoder might be able to pronounce the sentence "a flub cor prab reeber than a berm clork" quite easily, but without understanding we cannot say that reading has been accomplished, ie. If LC is zero, then R is also zero. Although the Simple View is perhaps deceptively straightforward, many researchers have found it to lend itself well as a framework for a two-dimensional classification of reading disability by plotting Decoding and Linguistic Comprehension on separate axes, and plotting individual performance as a point on the graph.



After Gough & Tunmer (1986)

Figure 1 illustrates how the simple view can be used to classify reading disability.

This dissociation between decoding and linguistic comprehension has been supported by longitudinal work (e.g. Catts, Hogan & Fey, 2003), and in behaviour genetic studies (e.g. Keenan, Betjemann, Wadsworth, Defries & Olsen, 2006). Of course, while noone would propose that relationship between the factors linguistic comprehension and decoding is orthogonal, viewing it in this way lends itself to the classification of readers into 4 basic groupings – typically developing readers where reading and comprehension are developing in tandem in line with chronological age., poor decoders or dyslexic readers, poor comprehenders and generally poor readers who struggle both with decoding and comprehension. This group usually includes children with language learning difficulties such as Specific Language Impairments, although there is also considerable overlap with the Poor Comprehender Group (Nation, Clarke & Snowling, 2002)

Inference Generation

The generation of inference falls under the umbrella of linguistic comprehension, as conceptualized in the Simple View, as it is one of the core skills that allows us to construct a rich understanding of messages that are being communicated to us in whichever modality. Children in the "poor comprehender" category typically find inference generation difficult, and many studies have reported that they make fewer inferences than typical readers (e.g. Bowyer-Crane 2002, Yuill & Oakhill, 1991) even when factors such as general knowledge and memory capacity have been considered.

The ability to make inferences is an important one – without it, our understanding of text or oral language is severely impoverished. Consider the sentences:

(1) Tom crept up towards the bird on the lawn stealthily. Suddenly he pounced. The bird, alerted by the bell on his collar, flew away in fright!

To fully comprehend this relatively simple short vignette, a reader needs to generate a range of inferences in order to fully understand the turn of events being described. First, we would need to infer that the 3rd person pronouns "he" and "his" refer to Tom. Second, we would need to infer that the bird alerted by the bell was the same one as the bird on the lawn. More fundamentally, we would need to use our general knowledge to infer that Tom was a cat, so he wanted to catch and perhaps eat the bird, and that he was wearing a collar with a bell on it.

Already from this simple example we can see a need to classify inferences. There are some that are essential for understanding and for the passage to make sense – termed coherence inferences, and these include resolution of cohesive devices such as anaphora and generating bridging inferences to fill gaps in the information provided in the text. Other inferences enhance understanding of the text, but are not absolutely critical to understanding the text, and these are termed elaborative inferences. These facilitate the building of a detailed mental model of the text and make use of general knowledge to make assumptions and predictions.

Kintsch and Rawson (2007) also suggest that inferences should be classified according to whether they are knowledge based, or text based. As one might expect, for a knowledge-based inference , the reader's general knowledge must be used to fill gaps in the text. For a text based inference, the information is contained within the text, but has to be processed, for example if Joanne is a better singer than Lucy, but Catherine is the best singer in the choir, we can infer that Catherine is a better singer than Joanne without referring to our general knowledge.

The time-course of inferential processing

A set of studies published by Morton Ann Gernsbacher and colleagues found that adults make inferences about fictional characters emotion states on-line during reading (e.g. Gernsbacher, Goldsmith & Robertson, 1992, Gernsbacher & Robertson, 1992, Gernsbacher, Hallada & Robertson, 1998). A self-paced reading paradigm was used whereby participants were asked to read short vignettes sentence by sentence and reading times to each sentence were recorded. Participants were required to press a key to reveal the next sentence in the story, and it was the time between the key presses that was recorded . In each vignette a real-life situation was described that would induce strong emotion in the main character, however emotion was not explicitly mentioned. In the final sentence of the vignette, the main character's emotion was described, and this was either in line with the context or at odds with it. An example of one of the stories used is as follows:

Joe worked at the local 7-11, to get spending money while in school. One night, his best friend, Tom, came in to buy a soda. Joe needed to go to the storage room for a second. While he was away, Tom noticed that the cash register was open. From the open drawer Tom quickly took a ten dollar bill. Later that week, Tom learned that Joe had been fired from the 7-11 because his cash had been low one night.

Consistent:
It would be weeks before Tom's guilt would subside.

Inconsistent:
It would be weeks before Tom's pride would subside.

From Gernsbacher, Goldsmith & Robertson, 1992)

When an inconsistency with context was encountered reading was slowed down significantly. This slowing suggests that prior to reading the emotion-state descriptor an inference had been made by the reader about the character's emotion state, so an inconsistency with inferred information was detected. Gernsbacher and colleagues have made use of this paradigm to look at the breadth, temporal properties and automaticity of emotion-state inferences and manipulated factors that might constrain inference processing such as semantic and attentional factors. For example Gernsbacher, Goldsmith and Robertson (1992) varied the semantic distance between the consistent and inconsistent emotion states, by using opposites, and then inconsistent emotions of the same valence as the 'correct' emotion, and found that the magnitude of the slowing of reading varied according to the extent of the inconsistency.

On-line inference generation in developing readers

Although Gernsbacher and colleagues showed that inferences about fictional characters' emotion-states are made as adults read, there had not been any previous research using this paradigm with developing readers, or those with reading difficulties. The two studies reported here were carried out first to see whether the paradigm

could be successfully adapted to examine inference generation in developing readers, and second to look at how inference generation was affected by reading disability. A new set of stories was constructed along similar lines to those developed by Gernsbacher, but suitable both in terms of content and difficulty level for readers aged between 7 and 10 years. One change made to the methodology was that a within-subjects paradigm was used, in order that all participants experienced all experimental conditions. This meant that, unlike in Gernsbacher's studies, individual differences in reading speed were controlled for, as these are more pronounced in young readers and those with reading difficulties.

Experiment 1 aimed to establish whether 7-10 year old children did make emotion-state inferences during reading, and if this was different in reading disabled groups. Groups of typically developing readers, poor decoders and poor comprehenders were recruited and assigned to one of three groups (typical reader, poor decoder, poor comprehender) using well-validated selection criteria, based on results in standardized tests.

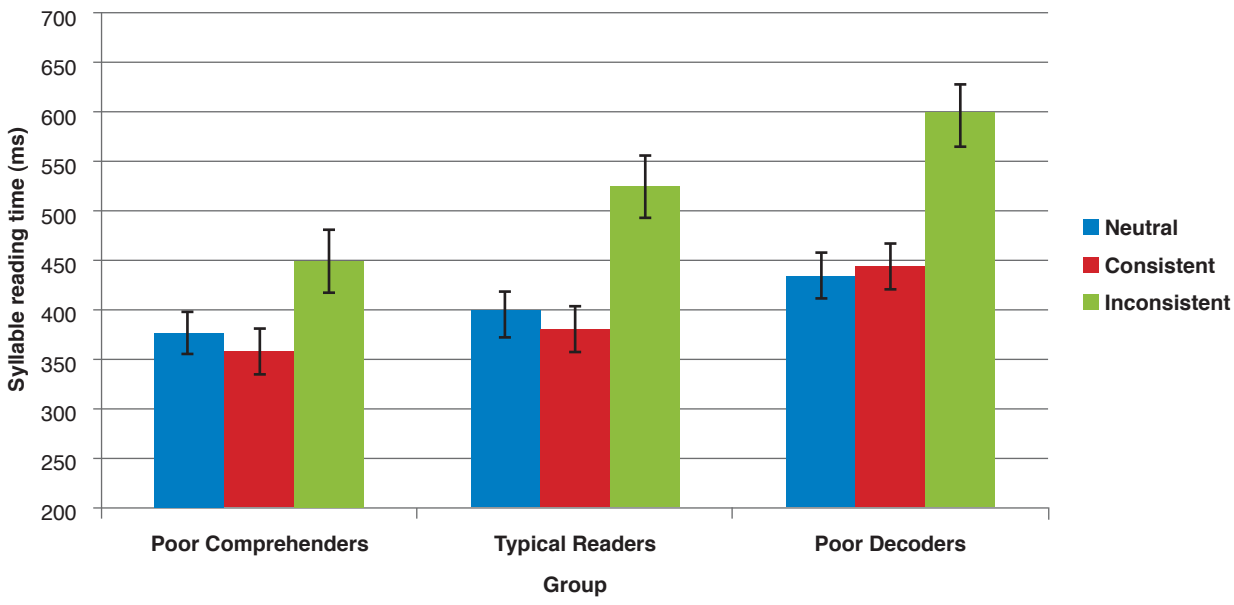
The children were each asked to read 15 stories presented on a laptop computer sentence by sentence. They had to press a key at the end of each sentence to advance to the next one. After each story four comprehension questions were asked to ascertain whether the children were reading for meaning. Five emotions were included, comprising 5 of Ekman's basic emotions, namely happiness, sadness, fear, anger and disgust (eg. Ekman& Friesen, 1976). Three conditions were tested – one where the emotion was consistent with the story, one where it was inconsistent, and a neutral condition with no emotion content. The neutral condition was included to rule out the possibility that it was emotion per se that led to a change in the reading times.

An example story is shown in the box below

It was the day after the big test. Jack had worked very hard. He learned all of his spellings and tables. He wanted to be top of the class. In the test Jack had seen Sam copying his answers. He didn't tell his teacher. Sam was a nasty bully and Jack did not want to risk it. The teacher gave them their test results. Jack was second in class with 47 out of 50. "And in first place", said Mrs Green, "is Sam with 48!" Everyone said well done to Sam. *Jack was very angry indeed*. He should have come first, but Sam cheated.

The results of Experiment 1 are shown in the graph below.

Mean syllable reading times for target sentences by group



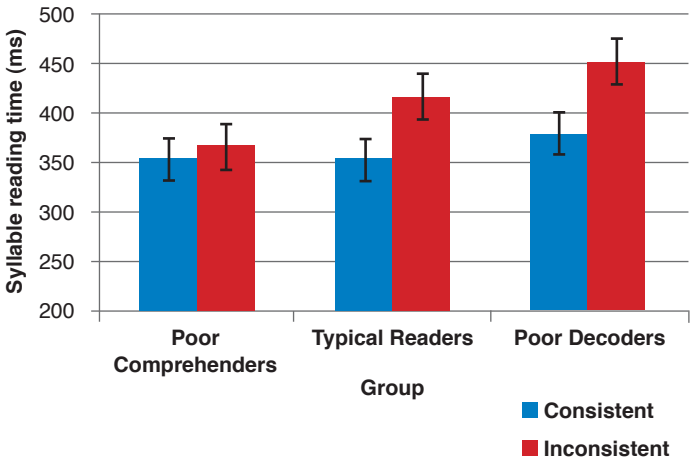
In this study, the results showed the following

- Children do make inferences about fictional characters emotion-states on-line, as a clear effect of consistency was found
- Poor decoders perform like typical readers on this task, but reading times were generally slower.
- Poor comprehenders showed a smaller effect of inconsistency, indicating that either their inference processing is less robust, or they attach less importance to inconsistencies in text.
- Poor comprehenders answered fewer comprehension questions correctly although all groups performed well and were reading for meaning
- The neutral condition was no different to the consistent condition, and this was not used in the rest of the studies.

Cup Final day at last! Jack had been awake since 5 o'clock. He was goalkeeper in the York under 10's football team. They were playing Leeds under tens' at Elland Road, home of Leeds United. Some of the Leeds United first team were going to be there. Jack put on his tracksuit and packed his kit. Outside, Dad kicked the ball to Jack. Jack picked up the ball and put it in his pocket. He put his bag in the boot and got into the car. It was time to go at last.

The results obtained in Experiment 2 replicated those of Experiment 1, using a different inference, showing that developing readers make inferences about more than just emotion-states as they read. Again, in poor comprehenders reading speed was less affected by encountering an inconsistency with inferred information as indexed by the difference between the consistent and inconsistent condition being significantly smaller.

Mean syllable reading times for target sentences by group



The key findings from these experiments are first that Poor Comprehenders spend less time resolving inconsistencies in the text. Second, that the prediction of the Simple View of Reading holds true, in that Poor decoders take longer to read the passages overall, but their reading is slowed to the same extent as typical readers when there is inconsistency present. Of course the results of these experiments also show that meaningful results can be obtained when using this paradigm with children.

What is clear is that poor decoders do not differ from typically developing children in terms of whether they generate inferences about emotion-state and spatial location, and they are just as affected by an inconsistency as a typical reader. Overall their reading is slower, but inferential processing appears intact in the examples studied here.

Following on from this, it would be interesting to conduct further investigations into what exactly happens behaviourally when an inconsistency is encountered, and in the future I hope to replicate these studies using an eyetracker, to gain a better understanding of what poor comprehenders actually do when they encounter an inconsistency, and how this differs from behaviour in typically developing readers. The more we know about this important part of the reading process, the more we can perhaps generate strategies that struggling readers can use to help them to gain a more complete picture or situation model of a text.

Acknowledgments:
I would like to thank my PhD supervisor, Professor Margaret Snowling for all of her guidance and support whilst carrying out this research, and CRL colleagues who gave help and advice. Also thanks to the children and schools who participated in these studies. I would also like to thank the ESRC for supporting my PhD research, of which the two studies discussed here are a key part.

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Test Of Memory And Learning – Second Edition (TOMAL-2)

Ann Arbor Publishers provide an introduction and explanation of the TOMAL-2 test battery.

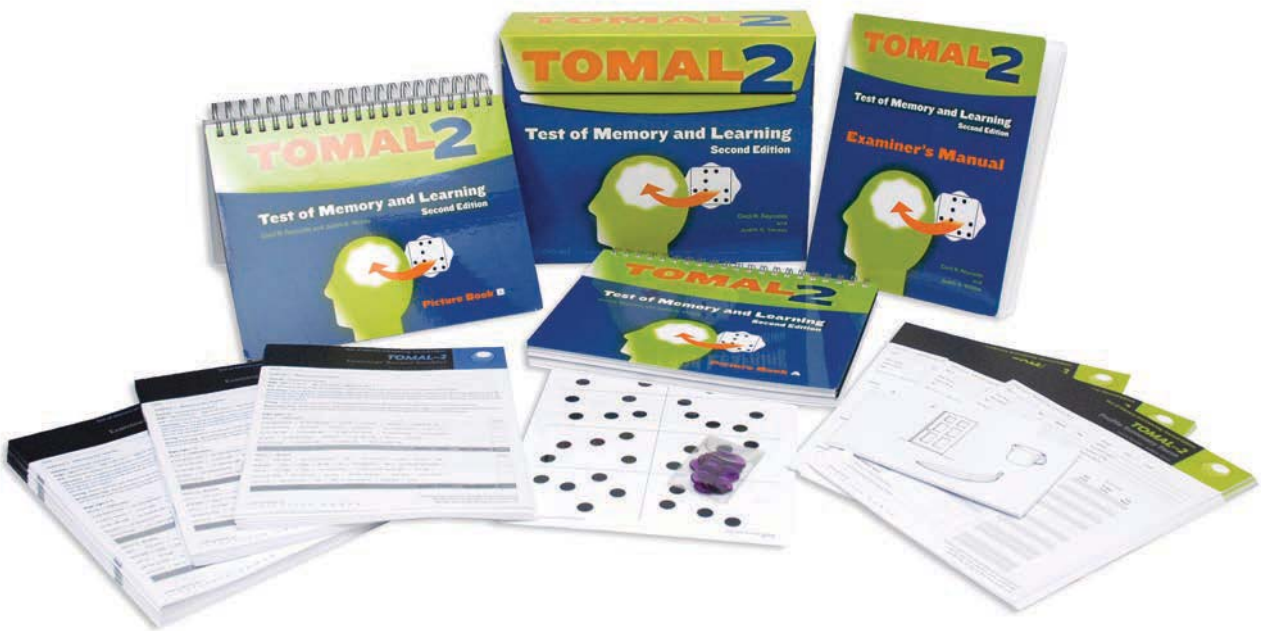
Many professionals already know the Wide Range Assessment of Memory and Learning (WRAML). When published it was a substantial improvement over existing measures of memory in children but it provided a limited sample of memory and learning tasks. To increase the breadth and depth of analysis of memory function from the pre school years through to US High School years (5 – 20 years), Reynolds and Bigler (1994) developed the Test of Memory and Learning (TOMAL).

The TOMAL-2 (Reynolds and Voress 2007) continues to provide professionals with a standardized measure of different memory functions for children and adolescents. The test provides a comprehensive coverage of memory assessment for the age range 5 through to 59.11 years and takes between 30 – 60 minutes to administer individually. TOMAL-2 is the most comprehensive of its kind, having good reliability and specificity of measurement for individual sub-tests. The variety of well normed, reliable sub-tests available provides examiners with maximum flexibility in evaluating various referral questions with the choice of the most comprehensive of assessments available, as well as

The TOMAL-2 consists of 14 memory and learning tasks (eight core sub-tests and six supplementary sub-tests) normed for use from ages 5.0 through 59.11 years. The eight core sub-tests are divided into the content domains of verbal memory and non-verbal memory that can be derived to provide a Composite Memory Index. A verbal Delayed Recall Index that requires recall of two of the verbal sub-tests stimuli 30 minutes after their first administration is also available. TOMAL-2 also provides alternative groupings of the sub-tests into the Supplementary Indexes of Sequential Recall, Free Recall, Associative Recall Learning and Attention and Concentration. The TOMAL sub-tests are scaled to the familiar metric of mean equaling 10 and a standard deviation of 3 (range 1-20). Composite or Summary scores are scaled to a Mean of 100 with a standard deviation of 15.

The TOMAL-2 is intended to be administered by examiners with some formal training in standardized assessment. Examiners are encouraged by test authors to investigate and acquire the necessary credentials in the state of practice to use this individually administered test of ability. It is also suggested that examiners carefully study the test manual and practise their administration of the TOMAL-2, at least twice, before formally using the instrument.

Some researchers have suggested that dyslexic individuals can be broadly classified as being “auditory”, “visual” or “mixed” (Boder 1973). A study by Howes, Bigler, Lawson and Burlingame (1999) found that all the dyslexic children, irrespective of Boder’s classification, showed problems with verbal memory. Some individuals showed additional visual memory problems. Therefore, for some children, visual memory difficulties may be associated with reading problems.



The thoroughness, breadth and variability of the TOMAL-2 sub-tests coupled with their excellent psychometric properties make them ideal for the analysis of brain behaviour relationships associated with memory functions.

Also available is the TOMAL-2 Software Scoring and Report System. This is a quick and efficient tool that (a) converts TOMAL-2 sub-test raw scores into standard scores, percentile ranks and age equivalents (if appropriate); (b) generates composite indexes; (c) compares sub-test performance and composite performance to identify significant intra-individual differences; (d) computes and graphs learning curve analyses and (e) provides a printed report of the examinee's identifying information and TOMAL-2 performance. Suitable for MAC or PC.

TOMAL-2 is available from Ann Arbor Publishers: www.annarbor.co.uk
or at a 10% discounted price for Guild members from the Dyslexia Action shop.

Tel: 01668214460 Fax: 01668214484

Description Of TOMAL-2 Sub-Tests

CORE

Memory for Stories: A verbal sub-test requiring recall of a short story read to the examinee. Provides a meaningful and semantic recall and is also related to sequential recall in some instances.

Facial Memory: A non verbal sub-test requiring recognition and identification from a set of distracters: black and white photos of various ages, males and females and various ethnic origins. Assesses non verbal meaningful memory in a practical fashion and has been extensively researched. Sequencing of responses is unimportant.

Word Selective Reminding: A verbal free-recall task in which the examinee learns a word list and repeats it only to be reminded of words left out in each trial; tests learning and immediate recall functions in verbal memory. Trials continue until mastery is achieved or until six trials have been attempted. Sequence of recall is unimportant.

Abstract Visual Memory: A non verbal task assessing immediate recall for meaningless figures where order is unimportant. The examinee is presented with a standard stimulus and required to recognize the standard from any of six distracters.

Object Recall: The examiner presents a series of pictures, names them, has the examinee recall them and repeats this process until mastery is achieved or until five trials have been attempted. Verbal and non verbal stimuli are thus paired and recall is entirely verbal, creating a situation found to interfere with recall for many individuals with learning difficulties but to be neutral or facilitative for individuals without difficulties.

Visual Sequential Memory: A non verbal task requiring recall of the sequence of a series of geometric designs. The ordered designs are shown followed by a presentation of a standard order of the stimuli and the examinee indicates the order in which they originally appeared.

Paired Recall: A verbal paired associative task on which the examinee is required to recall a list of word pairs when the first word of each pair is provided by the examiner.

Memory for Location: A non verbal task that assesses spatial memory. The examinee is presented with a set of large dots distributed on a page and asked to recall the locations of the dots in any order.

SUPPLEMENTARY

Digits Forward: A standard verbal number recall test.

Visual Selective Reminding: A non verbal analogue to Word Selective Reminding where examinees point to specified dots on a card, following a demonstration by the examiner and are reminded only of dots recalled incorrectly.

Letters Forward: A language related analogue to common digit span tasks using letters in place of numbers.

Manual Imitation: A psychomotor, visually based assessment of sequential memory where the examinee is required to reproduce a set of ordered hand movements in the same sequence presented by the examiner.

Digits Backwards: Same basic task as digits forward except the examinee recalls the numbers in reverse order.

Letters Backward: A language related analogue to the Digits backwards using letters and not numbers.

TOMAL-2 Review:
A Teacher Assessor's Perspective

Dineke Austin, Senior Assessment Teacher for Dyslexia Action, Egham Centre provides a detailed review of the TOMAL-2 and explains key features available for specialist teacher/ assessors to use.

This edition of the journal already presents a detailed explanation of the contents and purpose of TOMAL-2, submitted by the publisher; for this reason I will not be covering this ground, but will present my perspective as a Teacher Assessor with a year's worth of its use.

A year ago I was asked to carry out a DSA assessment for a student about to study at a Russell Group university; reading through the university assessment guidelines it quickly became apparent that my tried and tested Digit Memory Test would not meet their criteria for assessment of memory functions. What to do?

Internet and catalogue searches produced 3 main contenders: AWMA-2, WRAML 2 and TOMAL-2. The first I discounted for my personal use very rapidly, as AWMA-2 is an internet access computer based test requiring an annual licence, and as an assessor working in many locations, this would prove both expensive and logistically tricky. I thus focused on comparing WRAML2 and TOMAL-2; and having relatively limited time in which to reach my decision, buy the test, read the manual, administer at least one trial run, and then use it, I confess I selected TOMAL-2 for no better reason than that it was published in 2007, as opposed to 2003 in the case of WRAML2, so it would have a longer shelf life!

Since then, with the phasing out of the Digit Memory Test, the issue of replacement has become far more urgent for all of us, and organisations such as Dyslexia Action and Patoss have been conducting more detailed and measured research, providing both guidance and training for specialist teacher assessors.

Do I feel that I made a wise decision? Almost by luck, I feel that I did, which is not in any way to disparage WRAML, which from a training course attended in March this year, and from the book cited below, also sounds like a very good test of memory functions.

After a year's use of TOMAL-2, why do I rate it so highly? Initially, to be honest, I looked at it purely as a replacement for digits forward and backward; but it took only my first administration to convince me that I had a tool that was infinitely wider ranging and more flexible. Even on the basis of a digit memory test alone, it gives separate sub-tests for Digits Forward and Digits Backward, so the two linked but subtly different aspects of short term auditory memory and working memory can be more precisely compared. Unlike the Digit Memory Test, the subject, rather than getting an entire string either wholly right or wholly wrong, gains a mark for each digit remembered – as long as each is in the correct order; see example below:

Items read	9 – 3 – 7 – 2 – 10	Score
Response	9 – (7) – (3) – 2 – 10	3

Even in this relatively limited function, however, there are also Letters Forward and Letters Backward, which allow a comparison between digits and the more language related letters; and as number recall is generally felt to be easier than letters, a comparison of digits and letters forward gives a more accurate measure of sequential recall. Moreover, by administering all four sub-tests – even when the remaining Manual Imitation test in this section is not administered – an Attention/Concentration Index can be calculated, at very little additional time expenditure.

- For those interested, the procedure is as follows:
- Gain the **Scaled Scores** for each of the 4 sub tests [mean of 10, standard deviation of 3];
- Add these 4 scores together;
- Calculate the **mean** of these 4 scaled scores;
- Add this mean to the other 4 scores;
- Use this total to find the **Standard Score** for the composite Attention/Concentration Index [mean of 100, standard deviation of 15].

Almost from the outset, I also realised that the first core test, Memory for Stories, gives a really good indication of a subject's ability to recall information presented orally in lessons or lectures: not only in terms of a Standard Score offering comparison with other scores, but in terms of the types of detail - or lack of it – recalled. For example, was the gist recalled but not the precise detail; were names of characters remembered; were memorable phrases remembered; was information recalled sequentially or more randomly; affording far more qualitative evidence of meaningful recall and semantic associations. If combined with the Memory for Stories delayed, this and one other test – Word Selective Reminding Delayed – offers the nearest

test open to teachers of something approaching longer term memory abilities: a measure of 'forgetting', as the manual terms it; creating its own Verbal Delayed Recall Index.

Word Selective Reminding was a revelation to me: by administering the different trials of the list of words [see publisher's review] the strategies used by the subject are very apparent: were fingers used to keep track of the number of items; was there a primacy or recency effect, with the first few items accurately recalled, or the last few; were semantic links made between groups of words – plate, spoon knife – and how soon; or were words recalled in seemingly random order? This examination of strategies can in turn lead to very valuable recommendations about the teaching of memory strategies, much more closely linked to direct observation.

Finally, Paired Recall. I initially used this, and then abandoned it; until I researched the use of each test in more detail, and read that this test gives an accurate picture of whether a subject is making an appropriate effort on the test; the word pairs randomly falling into easy or hard pairs: fast – slow being easy, due to the obvious link, but bite – name having no obvious connection. Research cited demonstrates that very few subjects miss more than one of the easy pairs; thus greater failure than that suggests either a major neurological problem or more likely lack of effort/concentration. Since we routinely state in full reports that we believe that the test results are a true reflection of X's abilities, use of this sub-test strengthens the reliability of this statement.

I have not, thus far, administered any of the tests of non-verbal memory; noting the publisher's research reference suggesting that 'all' dyslexic children showed problems with verbal memory, but a far smaller number with visual memory also. As with any battery of tests, there are checks and balances: breadth and detail of assessment, versus administration time. With many DSA assessments taking 3 hours, once the required minimum 15 minutes' free writing is administered, and using the full range of TOMAL-2 subtests is unlikely. Clearly, with such a range of sub-tests available, choices can be made appropriate to need. What I would select for a young child with a history of attention difficulties would be very different from a mature history student; and what I would use for examination access arrangements would be different from a full diagnostic exploration.

Additional reasons for being very satisfied with TOMAL-2? I bought mine so quickly that I did not explore the purchase options and paid the full amount for the entire test kit, not realising that I could buy the manual and a pack of the profile/summary forms for much less! As the other materials relate to the sub-tests I have not thus far used, this represents a considerable potential saving. As with WRAML2, the standardisation sample, reliability coefficients and measures of validity are all very sound; so I know I have a solid tool to work with; and the appendices for relating raw to Standard Score and Percentile are clear and user-friendly. I find the manual one of the most thorough, yet readable, I have in my collection: I have learned a great deal about both psychometric terms and concepts, and about memory functions just from this one manual. Most of all, I find the Examiner Record Booklet the best I have for clarity of instructions: the manual itself states that once assessors have familiarised themselves with the manual, all administration guidelines are contained in this score sheet, thus the manual is not required during administration.

To complement this, I also strongly recommend *Adams, W. and Reynolds, C.R. 2009. *Essentials of WRAML2 and TOMAL-2 Assessment*. Hoboken, N J: John Wiley & Sons. One of each of the authors of WRAML2 and TOMAL-2 have written about their respective test. The account of TOMAL-2 is balanced and fair and, (especially) for those teacher assessors not yet able to attend a live training session on the test, covers a rapid reference section detailing administration order, timing and tips. For example, the fact that it is best *not* to administer this test at the end of a long and exhausting assessment session – obvious, yes; but how many of us are trained to administer WRIT, then attainment tests, then cognitive processing? Immediate re-evaluation of order of testing on my part!

There are test-by-test administration guidelines, including excellent comments on observational details to note; and handiest of all for the relative test novice, each sub-test includes a section on 'Common Examiner Administration Errors'. As an example, number 2 on Digits Forward being: *'The examiner's voice does not fall with the presentation of the last digit on each item (in order to signal the end of the series)'.* For those of us trained on the Digit Memory Test, where it was essential to keep the voice steady, even though this difference is explicit on the examiner score sheet, this is a key reminder.

The section on interpretation of each sub-test is likewise excellent, linking problems with the test to likely difficulties in the classroom or lecture hall, such as *'Severe problems with verbal memory will interfere with…such seemingly simple activities as following the plot in a story…'* and Memory For Stories *'places heavy demands on attention… has the highest correlation with school learning…' 'Backward recall is also considerably more demanding mentally and has about twice the correlation with general ability levels as does forward recall.'* Many of the points needed for effective and accurate qualitative analysis are made in this section. My only regret is that I did not obtain or borrow a copy a year ago!

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Don't forget to claim your 10% discount on TOMAL-2 at our shop
Tel: 01784 222 337/339/351
E: dasl@dyslexiaaction.org.uk

**available in the National Dyslexia Resource Centre*

High Five Jive: Book Review and Author Interview

O' Connor,S. (2012) High Five Jive: Multi-sensory Activities for Improving Fine Motor Skills. Buckingham, Hinton House. ISBN 978 1 906531546 RPR:£29.99 Pbk

Reviewed by: Jo Hollingsworth, parent and journalist and with an interview with the author Susan O'Connor.

High Five Jive is a practical, interactive book consisting of a series of fun multi-sensory activities which can be used by parents, teaching assistants, or teachers of pre-school and primary age children.

It is based on the premise that fine motor skills and perceptual skills are crucial in the development of young children. "Children with good dexterity tend to learn life skills quickly, have better handwriting and are able to complete many areas of the school's curriculum more easily." Good dexterity is crucial for many of the skills that young children have to master, from tying shoelaces and using a knife and fork, to cursive writing.

Part 1 consists of activity sheets designed to develop the child's fine motor skills through a series of hand exercises in which the child follows patterns on a sheet of paper rather like playing the piano. Each finger and thumb is assigned a number, and the child places her fingers or thumbs on one or both hands, on a pattern of circles called buttons. The buttons follow different patterns or sequences, and the exercises become progressively more difficult.

In part 2, children move on to learn, rehearse and 'dance 'the practice sheets in the next section. These are called 'jives' and consist of a sequence of hand and finger actions, each action is represented by an image or symbol, so for example, it may include clapping, or rolling arms, rather like the action in 'The Wheels on the Bus' nursery rhyme, or more difficult actions which will appeal to older children.

When children have completed the exercises using symbols and images, there are endless possibilities for them to make up their own jives using the blank templates provided.

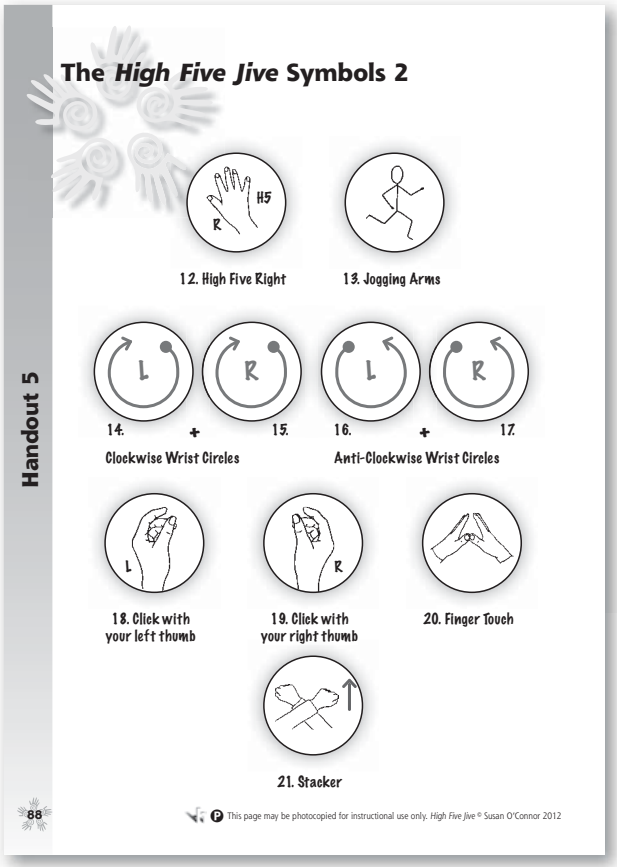
On a rainy afternoon with 3 young children to 'test drive' the activities, I began by consulting the useful checklist of skills covered by the activity sheets. These are organised by level from pre-school, through beginner and intermediate to advanced, and cross referenced against a series of skills (for example Hand/eye co-ordination; eye tracking and positioning; crossing the mid-line; memory/concentration) Whilst the activities can be tackled sequentially, the flexibility to target specific skills is very useful.

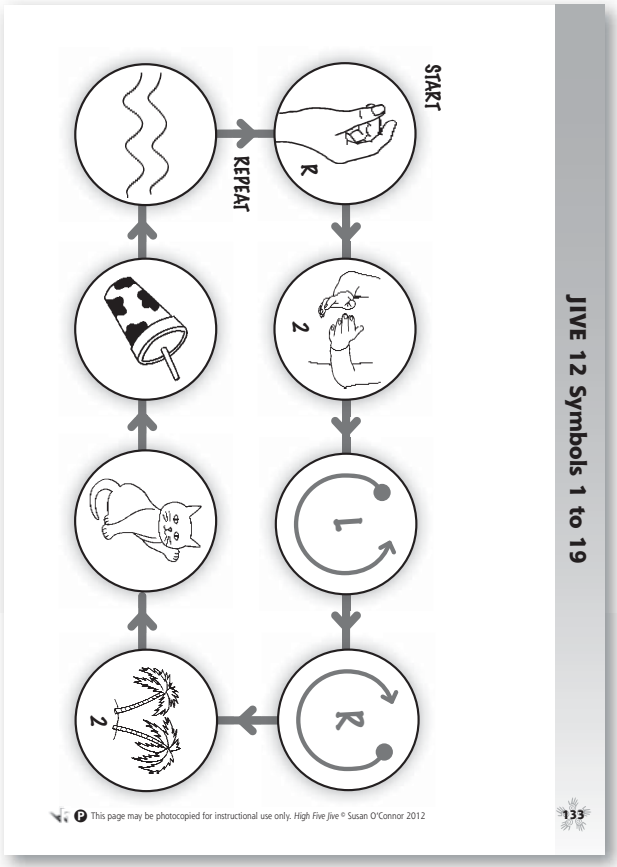
After reading through the clear guidelines, the preparation time was minimal. I simply photocopied the relevant activity sheets - these are also printable from the CD-Rom provided with the book and can be reduced in size based on the child's hand size.
The A4 format, large print size, and clear but concise instructions, made it easy to navigate and to see at a glance how to run each exercise. This would be invaluable for busy teachers and parents. The 'points to look out for' are extremely useful and insightful, for example "Is the child's visual perception good - can they see how the pattern flows?"

Once we got started, the youngest child, aged 4, concentrated hard to put her fingers in the right positions and sequence, "It's like the game Twister, but for my hands- It's fun!" and was delighted at the suggestion that we could add finger puppets!

As the older ones aged 8 and 10, practised some of the activity sheets in part 1, healthy competition kicked in as they tried to out-score each other and achieve their own personal best. They moved on enthusiastically to sample the next level, memorising the images and symbols and jiving through the sequences.

We added another level of complexity by introducing music and reciting rhymes, and they started to work together to create new jives, drawing from the list of useful suggestions in the book (for example :scrunching up some paper;





threading a needle;) and making up their own (stacking coins; plaiting wool). The resource section includes a scorecard which the children completed themselves after recording their times, and a certificate of completion which produced smiles all round.

Once the concept has been mastered, there is really no limit to the possibilities for new jives. There is even a list of suggestions for swimming hand jives (putting on a swimming hat; going underwater; running and jumping in) a concept which was met with resounding approval from all 3 children!

The innate power of this book lies not only in the fact that it is undeniably highly engaging and fun but that crucially it links to many areas of the school curriculum. The author makes a compelling case for this." The ability to remember patterns and shapes is very important for reading and writing, as are directional, spatial organisation and sequencing skills. Children with directional difficulties find the orientation of letters difficult, often reversing or confusing letters, for example, b/d/p/q, and can struggle to identify differences between similar figures, for example + and x, or a square and a rectangle. Children with such problems often find it difficult to scan work, copy from the board, and often lose their place when working, which increases their frustration with learning." This is a scenario which will resonate strongly with teachers and parents of dyslexic children.

In addition, High Five Jive includes maths vocabulary and reinforces the understanding of this by linking it to physical movement, for example "horizontal, reflect; straight; opposite," and it actively engages children in their own learning, encouraging them to record their progress, and work collaboratively with others to make up new jives, so it helps to develop their social and language skills.

In essence, High Five Jive is an innovative, inspiring resource that is well written and refreshingly easy to pick up and run with minimal preparation. Furthermore, it is a powerful tool to help develop the fine motor, visual and spatial skills that are crucial for all young children, and could be especially useful for children in an SEN setting.

Jo Hollingsworth interviews Susan O'Connor the author of High Five Jive

Susan O'Connor

What was the inspiration behind High Five Jive?

It was actually a memory! I was thinking about an occasion when my son was small - we had an interactive piano mat on the floor and he was jumping and twisting and turning to play the notes. I was thinking about how I could get that movement onto paper, and I created 'buttons' by drawing around a coin. There are lots of fine motor skills programmes, but as a SENCO and Maths teacher I couldn't find one which was closely linked to the curriculum.

Children often have difficulty with Maths in terms of the vocabulary and understanding concepts. If they don't understand the language of Maths they can't decipher questions or use it to explain, so I wanted to create a fine motor skills programme that also combined Maths and language. I am a great believer in the power of learning through games, and have previously written a number of Maths card and board games, focusing on issues like improper fractions, measurement and weighing skills. In a game, children can play in pairs or teams, and listening

to someone else give their answer can help them learn. Seeing other children make mistakes reinforces the message that it

is fine to learn through our mistakes - this is pivotal because there is a huge confidence issue for children with Maths.

Can you give an example of how High Five Jive supports the development of maths concepts and skills?

I've observed that children who play musical instruments tend to be able to perform the activity sheets more easily, particularly when playing the 'chords' and following the sequences and patterns. Not only are they used to performing different movements but they have learnt to independently scan and interpret information on a page. These searching and thinking skills need to be practised in Maths, for example when reading graphs, interpreting data, diagrams, and charts. When reading Maths questions children need to identify key words, and understand what needs to be carried out and in what order. High Five Jive can help to develop these crucial skills.

What advice would you give to parents using the book?

To observe closely when the child is doing exercises. For example some children move the page around, they

find it difficult to keep it straight and move their hands to the shape. Points to look out for and extension activities are given before each of the activity sheets and hand jives. The use of questions expands children's thinking.

It is important for children to understand what went well, how they could make it better and then try it out again. Be patient when working with children as learning new skills and activities takes more time than you think. Encourage them to break activities into small manageable steps. For further interest and enjoyment both the activity sheets and hand jives can be 'danced' to a favourite piece of music, as rhythm can help to reinforce the movements.

Is the book being used in any innovative ways?

Some people are doing part 2 - the hand jives, before doing the activity sheets in part 1.This can be a more natural progression from the EYFS to Key Stage 1 because nursery children are already familiar with action songs like 'The Wheels on the Bus' and 'Incy Wincy Spider.' One school is using it for assembly; the symbols are put on the white board and everyone performs the actions together. They have even used it as an introduction to the school play; who can forget the famous hand jives in the musical Grease? We often think of hand jives as more appealing to girls than boys but another school, inspired by the New Zealand Ruby Teams Haka, have created their own Haka style jives and done this to music. Others have performed hand jives to music using 'Thriller' by Michael Jackson, ensuring the enthusiasm of the older boys! It is being used by speech and occupational therapists, and also by parents of children who have been diagnosed by an optometrist as having convergence insufficiency. Increasingly I have Educational Psychologists who are using and recommending it in their reports. It isn't restricted to pre-school or primary age children; it is helpful for people of any age to improve their dexterity.

Other games by Susan O'Connor:

All published by Taskmaster

Calendar skills: Calendar Skills Cards

Direction: Happy Holidays and Adventure Trail Direction Games

Fractions: Birthday Cake Fractions

Weighing and measuring: Right Chef!

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 the second part of her summary of the current JCQ regulations.

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.

5. Psychologists and Specialist Teachers (continued from Part one of the summary)

It is very important that off-site specialists, if NOT using Form 8, give consideration to including in their reports a section clearly intended to give evidence for the need for access arrangements (see para 4.6.3 p.60). Sometimes exam officers find it very difficult to tease out from long, full, diagnostic reports the information they need. Caution must however be exercised here – as, whatever the view of the specialist assessor, it remains the responsibility of the Head of the examinations centre to decide which access arrangements should be requested.

Questions from schools still suggest a marked degree of confusion. 'Anybody can do it now can't they if the Head Teacher says so?' – Or words to that effect - has been a frequent question to psychologists. The answer remains of course 'no!' NOT anybody can do it! In order to be eligible the specialist assessor must be able to demonstrate all the competencies listed on p.55. These include a good understanding of the basic principles of psychometrics, and also the new Equality Act 2010.

Psychologists

It has been confirmed to me in writing that the key paragraph here is 4.4.2 that refers to an 'Appropriately Qualified Psychologist' – and this includes many psychologists who are not educational psychologists.

Teachers

It has also been clarified to me in writing that para 4.3.5, p.55, which refers to 'other educational professionals…hold qualifications in: individual specialist assessment … to teach and make recommendations for secondary aged or adult learners' is NOT intended to be excluding of, for example, peripatetic teachers, specialist teachers employed in the voluntary/independent sectors, teachers with primary age qualifications, tutors who do not have QTS employed in colleges, HLTAs etc. It is deemed the responsibility of the Head of centre employing someone in a teaching capacity to ensure that the person is suitable for the task of teaching/assessing – and also for the quality of the access arrangements process within his/her centre (p.55). Evidence of the specialist assessor's ability to meet the criteria set out on page 55 must be available in the centre for inspection purposes. The crucial feature is that a teacher/tutor carrying out and reporting on the assessments has all of the specified competencies noted by bullet points on p.55.

N.B. It remains the case that there is a very clear statement making it mandatory for all assessments quoted in Section C of Form 8, or centre devised form, or similar, to have been carried out by the person holding a qualification deemed appropriate by the head of centre. It is NOT permissible for example, for a SENCO who holds a qualification, or for a psychologist, to quote assessments carried out by other unqualified teachers as having been done 'under supervision'. Any infringement of this would 'constitute malpractice'. It IS however permissible for a psychologist's report, or independent specialist assessor's report to be submitted in its original form, making no use of Form 8. As noted above, this may however cause difficulties for the exams officer who has to take information from the report to input online.

6. Form 8

The use of Form 8 is encouraged now. It is still as follows:
The form JCQ/AA/LD FORM 8 for use in Application for Access Arrangements is the same one for psychologists or teachers. It retains four sections. The sections should be completed as follows:

Section 1

This is a frontispiece to be completed by the centre, and refers to exams

being taken, history of access arrangements etc.

Section A

This covers the candidate's history of need and provision, and should be completed by the centre and sent to the *specialist assessor* prior to the candidate's appointment for assessment.

Section C

This section must be filled in by a qualified specialist (See comment re psychologists above for possible exemptions), and constitutes a summary of results obtained by the candidate. Once completed it should be returned to the Centre.

Section B

This section is brief but crucial and lists the exact special arrangements requested. This section should be completed by the centre, **on receipt of the completed Section C** from the specialist assessor.
N.B. It remains the responsibility of the Centre, NOT the specialist assessor to decide on the special arrangements necessary, and to request them.

Modification of the Form 8 is not permitted in any way. Only those sections relevant to the specific access arrangement being requested for the candidate need to be completed. Irrelevant sections must however not be deleted, but may be noted as not applicable (N/A).

7. Eligibility for Access Arrangements

Six years ago there was a considerable shift here, maintained this year, in that potentially many more candidates became eligible for Access Arrangements than in previous years. This reflected the 'spirit of the law' as enshrined in the DDA, and now the Equality Act, and the need to provide for 'people with substantial impairment'. In discussion with the Equality and Human Rights Commission (formerly the Disability Rights Commission) and the Association of Educational Psychologists, the JCQ took a decision that access arrangements must accommodate those candidates with 'below average' access skills.
The 'Below Average Rule' benchmark

In practice this generally means candidates with literacy standardised scores falling **below** 85. Confidence ranges/intervals do **not** apply in these regulations.

8. Other General Points

As before, the guidance covers topics relevant to dyslexic pupils such as recency of assessment, range of access arrangements permitted, use of computers, and deadlines for submission. Most of these remain substantially the same as last year.

1. There will not be an indication on a certificate that an access arrangement has been allowed.

2. Requests for all GCSE/GCE access arrangements must be made online

3. The appropriate cover sheets for all types of requested special arrangements must accompany candidates' scripts. Detailed guidance on each of these with reference to learning disabilities and other impairments, not by and large new, is given. It is made clear that whilst the same person may act as both reader and amanuensis/scribe, these special arrangements must be specified separately.

4. Several candidates doing the same paper may share the same reader but that the reader may NOT be the same person as the invigilator. This applies in all situations, and not solely where a group is sharing a reader. In any case the reader must not be a relative, friend or peer of any candidate. This also applies in the use of a prompter.

5. As before it is permitted for a candidate who does not qualify for a Reader or Computer Reader, but who has relatively poor reading skills, to be able to sit their exams in a separate room so that they may read the questions aloud to themselves if they wish.

6. In a request for either amanuensis/scribe, voice-activated software or use of word processor it is no longer necessary to submit pieces of timed work produced by the client in handwritten mode.

Cognitive Ability

N.B. The important and significant changes introduced six years ago are retained. An important issue seems to be that in all cases where the 'Below Average Rule' applies (see above), there is really no need to undertake any cognitive ability assessment at all. Neither is there any necessity to give any indication that a candidate is able to cope with the cognitive demand of the exam undertaken.

N.B. There is no longer any Cognitive Ability Assessment section on the form. These changes once again reflect the spirit of the DDA/ Equality Act. The JCQ make it plain that:

> 'The changes to the Regulations and Guidance seek to enhance access for people with disabilities and other difficulties to the qualifications without compromising the assessment of skills, knowledge, understanding or competence being measured'.

My reading of the booklet leads me to believe that the JCQ wishes centres and candidates to take their own decisions as to who is eligible to embark on a particular course of study, or undertake a particular qualification. JCQ wish only to ensure access barriers are removed, whilst unfair advantage is not endowed.

Unfair Advantage

This is where, in my opinion, IQ assessment may become crucial. In the Evidence from a specialist assessor section references are made to difficulties beyond the 'Below Average Rule' e.g. p7.

On page 8 /page 9 reference is made to 'very rare and exceptional cases where there are no scores below 90' This paragraph is really the only one giving any leeway for the, for example, exceptionally bright dyslexic, with literacy and speed of processing skills falling above the 85 cut off point, but who is unable to demonstrate their 'skills, knowledge, understanding or competence being measured' without extra time. It also implies, through the use of the term " a psychological condition…which has a substantial adverse effect on the candidate's speed of processing" that complex cases such as these are perhaps best referred to an Appropriately Qualified Psychologist .One would also expect a long history here and probably the existence of a prior full diagnostic report.

It is these candidates for whom an up-to-date full diagnostic assessment is essential if the Form 8 'Other Relevant Information' section is to be completed in sufficient detail to make a valid case in support of their need for Access Arrangements. As there is no longer any Cognitive Ability Section on Form 8 any recording of cognitive ability assessment must now be placed in the 'Other Relevant Information' section.

Concluding Remarks

Experience, and my interpretation of this and previous booklets, suggests that generally the JCQ are more and more willing to extend the use of access arrangements to those who can be shown to need them. The increasing number of access arrangements that can be permitted by centres with no need to notify Access Arrangements online – or hold evidence, or even a record, but merely confirm it is the candidates normal way of working is an example of this.

Last year access arrangements of up to 25% extra time were subject to considerable tightening up. This change reflected the need to avoid unfair advantage.

This year the 25% extra time rules have been revised and are more flexible – and fairer.

It will always be the case that JCQ must find the fine line between disadvantaging the genuinely needy, and giving unfair advantage to the vociferous. This is no easy task.

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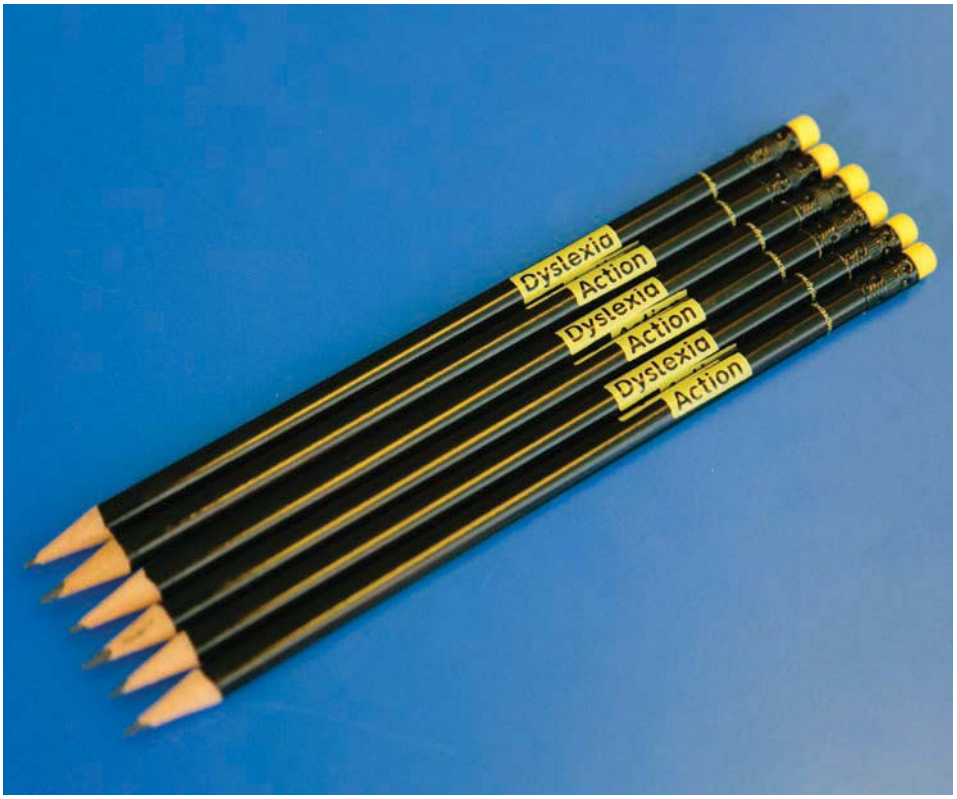


Full implementation of the Equality Act 2010 means, in addition, that **any** access arrangements, termed reasonable adjustments, must be available to **any** candidate demonstrating an area of disability, regardless of the 'label' of their disability.

In the end, as always, the provision of assessment reports by specialist assessors demands that those people maintain their own high professional standards of integrity in carrying out this task. The basic principles stated on page 5 however (re: measurement of skills, knowledge, understanding, removal of access difficulty whilst **not according unfair advantage**) remain crucial and mandatory.

The burden of interpretation falls heavily on Examination Centre Personnel. It is **they** who must decide both which candidates to enter for

which exams, and also which special arrangements they should apply for, and for whom. In addition they must now also decide who is qualified to carry out the assessments. The bullet points on p.55 will help them decide who is suitably qualified to be a specialist assessor. **To aid the difficult business of fair and accurate interpretation of the guidelines JCQ include a list of Frequently Asked Questions, Appendix 8, pp.100-103**.

Advice on How to Proceed where the Specialist Assessor is not a Member of Staff at the Examination Centre.

Where this is the case I would recommend the following:

EITHER:

1. The Examination Centre is requested to complete Section A of Form 8 (in electronic form if possible) and send Form 8 to the Specialist Assessor so that they may have sight of it before carrying out assessment of the candidate.

2. The Specialist Assessor completes Section C.

3. The Specialist Assessor also writes a paragraph, on a separate page, designed so as to aid the Examination Centre in the completion of Section B.

4. All the above are returned to the Examination Centre which then completes Section B, for which they have responsibility, using if they wish, the recommendations of the Specialist Assessor as a guide.

5. The Examination Centre then processes the information on-line

Note: some consulting psychologists may wish to charge for the extra work of providing an additional report in the form of Section C of Form 8. In such cases it may be wise to encourage Examination Centres to use the psychologists' standard assessment reports for this purpose. This is allowed, but then the exams officer must take from the report the relevant information so as to complete the online Form 8 Section C. Consulting psychologists should be aware that this may be a difficult task for exams officers (as has been indicated to me by JCQ) and therefore it is helpful if they can include a specific paragraph in their reports detailing the evidence that the examination centre, could, if they wished, use to substantiate requests for particular arrangements.

N.B. to reiterate, whatever the view of the specialist assessor, it remains the responsibility of the Head of the examinations centre to decide which access arrangements should be requested.

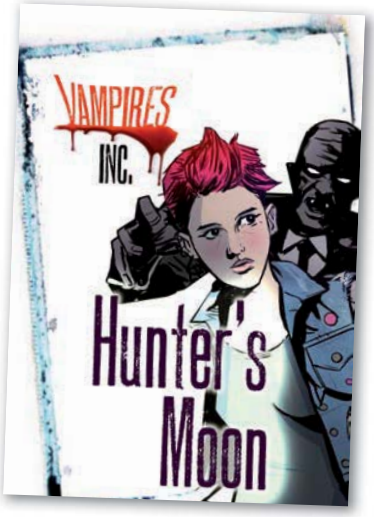
How to proceed when the Specialist Assessor (Teacher) has carried out some of the assessments, and some have been carried out by a Psychologist, and Form 8 is being used.

Form 8 must not be amended. My recommendation would be that in this case the specialist teacher, who has carried out the literacy assessments, completes and signs Section C. I would suggest that they include in Section A any information from the psychologist - e.g. IQ scores, results of other psychometric tests, and observations on stress levels etc. – which are pertinent to the Access Arrangement they are requesting. The actual sequence of timing of assessments seems to me to be immaterial. What is important is that Section A may include information gained from several sources, whereas Section C must only include information gained through assessment carried out by the specialist signing Form 8 - tests not relevant to the access arrangements requested may of course be omitted.

This is the second part of this article. The first part was published in the Spring 2013 edition (Vol 24, Number 1)

Book Reviews

Blum,P. (2012) Hunter's Moon, London,Rising Stars. ISBN 9780857695994 RPR:£4.99 Pbk



Reviewed by: Shivani Dhir, age 12, from Lampton Academy in Hounslow

Hunter's Moon is from a series called, Vampires inc. The series was published in 2012 by Rising Stars and the author is Paul Blum. This is a brilliantly illustrated book, which I would strongly recommend to anyone.

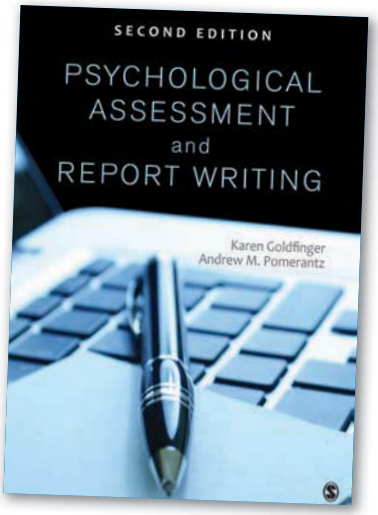
Being dyslexic I found reading books hard, therefore I do not enjoy books, but reading this book was a fantastic eye opener to see that books can pull you into their world!

This book is all about action and vampires. After reading the first page I was hooked, a murder was committed and this had to be solved. Before the story starts you are introduced to the profiles of the two main characters, John Logan and Rose Petal. Also after reading the book there is a fun quiz to test yourself on, to see whether you remembered key parts of the book. There is also a glossary which helps you understand unfamiliar words like, luxury - expensive or undercover - when an ordinary person pretends to be a criminal so they can find out more about what the criminals are doing.

I personally think this is a brilliant book because every time I had to stop reading (e.g. because of dinner) I wanted to carry on! Also I found that this book engaged all ages because my 14 year old sister called Ambika was really interested in what happened next just like me, when I read out aloud to her, and didn't want me to stop reading. I had never read a book that made me feel like that, now I want to read the next book in the series!

Ed: Available in hard copy or as e-books and as classroom sets with accompanying teacher's books, the new Vampires Inc. stories offer page-turning, achievable reads for learners who may struggle with full-length fiction but want to engage with this genre. With pacey narrative and plenty of dialogue, the series will capture the imagination of the most reluctant reader. For further details see: www.risingstars-uk.com

Goldfinger K and A.M.Pomerantz (2010). Psychological Assessment and Report Writing. Thousand Oaks, California: Sage Publications, Inc. ISBN: 781412960960 RRP:£36.99



Reviewed by Janet Desmet, Postgraduate Tutor, Dyslexia Action.

This book is clearly written in accessible language and takes the reader through the stages in writing a report on an assessment. It covers implicit and explicit reasons for referral, identifying primary and secondary audiences for reading a report, the role of observation in writing a report (this distinguishes an assessment from a test), the hypotheses that an assessor may start off with and how this will shape the assessment and importance of environment, motivation etc.

However, it is primarily intended for educational or clinical psychologists. For example, one chapter is on assessing emotional and behavioural characteristics and another on personality traits and only a small part of one chapter discusses assessment of academic and intellectual functioning. A large number of different tests are mentioned but each is described briefly and many are only available to psychologists rather than specialist teachers. For example the WIAT Individual Achievement test is described but it is the version used by educational psychologists rather than that available to specialist teachers, others are not relevant to the type of assessment we may perform, such as the Eating Disorder Inventory-3.

It does provide a good discussion on the role of bias within the assessor and how this may affect observational data, and also cultural differences and observational data. This could be useful for those who regularly assess learners with English as a Second Language. It also provides some references for course leaders and course developers on assessment and report writing. For specialist teachers, this book provides some clear general points about how to conduct and write up an assessment in a number of different settings but much of the content is already available in existing books.

Book Reviews

Godwin, Janet (2012) Studying with Dyslexia: Pocket Study Skills. Basingstoke, UK: Palgrave Macmillan. ISBN 978-0-230-39056-0. £5.99 paperback

Reviewed by: Dr Jenny Moody, Independent Chartered Psychologist and Postgraduate Psychology and CPD Tutor, Dyslexia Action.

This book is presented in three parts.

Part 1: IT IS OK TO DO THINGS DIFFERENTLY is a short section offering tips for 'working with your dyslexia', providing brief information on characteristics of dyslexia; understanding short-term (working) memory; understanding information processing – and why it matters, working out your personal learning style and metacognition – or thinking about thinking.'

Part 2 : STUDY SKILLS AT UNIVERSITY is the main section, covering organisation, time management, dealing with information, doing research, reading, writing, checking everything, revision and memory, exams, dealing with seminars, group work and presentations, and a final word … have confidence.

Part 3: SUPPORT FOR DYSLEXIC STUDENTS AT UNIVERSITY covers references, useful contacts, useful resources and the index.

The contents pages are clear to read, due to the information being spread over three pages, and offered in both linear and mind-map style, making sure there is no visual overload for its readers. Page numbers alongside each topic within each part of the book should help dyslexic students to access information sections more readily.

It might be beneficial for some students to have initial guidance in using the book to suit their individual study requirements. The book does not have to be read from cover to cover but can be dipped into as needed.

A few issues:

1. Since many dyslexic students are likely to have working memory weaknesses, the information concerning short-term and working memory needs to be much more explicit.

Verbal Memory can be discriminated to:

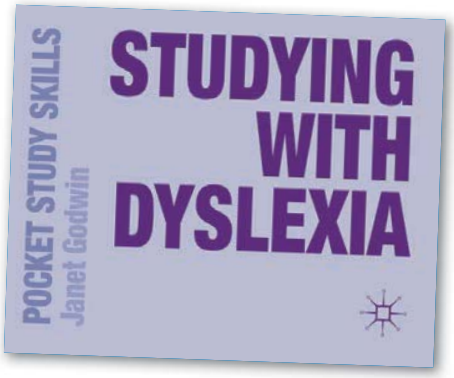
- Short-term phonological memory – used to hold information briefly and then echo back e.g. remembering an unfamiliar telephone number.
- Working Memory – used to simultaneously hold information and manipulate it e.g. following sequential instructions; processing a mental math problem; deleting a phoneme from a given word and saying the word that remains.

2. Some of the print is tiny and for some dyslexic individuals would be a problem, particularly where examples of a concept are given:

- Note-taking – Linear or Mind Map, page 31
- SQ3R Reading Skills, page 57
- Mind Map example, page 72

3. The title of the book may be perceived as ambiguous – it sounds 'as if' dyslexia is a learning programme to use for studying, or, a learning institution where students can enrol for study.

Overall, this is a very reasonably priced 'pocket book', packed full of useful tips for dyslexic (and other) students studying at different levels. Intended for students with dyslexia studying at university, the study skills tips are also appropriate for those in further education establishments. Some of the study tips could be adapted for secondary school students.



Summer Giveaways

Palgrave Macmillan Higher Education are offering copies of their *Studying with Dyslexia* (Pocket Skills Guide) to 10 lucky readers. *Studying with Dyslexia* by Janet Godwin, is a handy guide which offers skills and advice to help you use your dyslexia constructively and become an effective student.

If you would like to receive a copy of *Studying with Dyslexia*, please contact kyla.njoku@palgrave.com.

Greig, A. Taylor, J & Mackay, T. (2013). Doing Research with Children 3rd Edition. London: Sage ISBN 9780857028860 RPR: £21.95 pbk

Reviewed by: Nick Morgan-Baker, Specialist SpLD assessor, Additional Learning Support Manager at East Norfolk Sixth Form College and CPD e-learning Tutor with Dyslexia Action.

Doing research with children requires an enabling approach between researcher and the child and young person. The authors present a clear and practical demonstration of how to achieve this research, focusing on eight key themes for researchers -

- children are different
- deep theoretical knowledge of their emotional, cognitive, personality, learning, physical development and relation building
- adapt special research techniques
- approach research from different perspectives
- train in academic research skills
- interagency working,
- participation of children in their research
- contexualising their research

As academics and practitioners in Child Psychology and Medical Interventions the authors have experience in training post graduates and professionals in research. They demonstrate research areas in children's literacy, autism, attachment, chronic illness and maternal depression of pre-school children. The authors are well qualified to set out the political and ethical issues regarding research with children and young people, arguing that it is a process done "with" and not done "to" them. There is no emphasis on Special Educational Needs and is a generalist overview of educational research.

Teachers and professionals new to research techniques will find this book useful – it is a guide though, and more detailed information is recommended at the end of each of chapter.

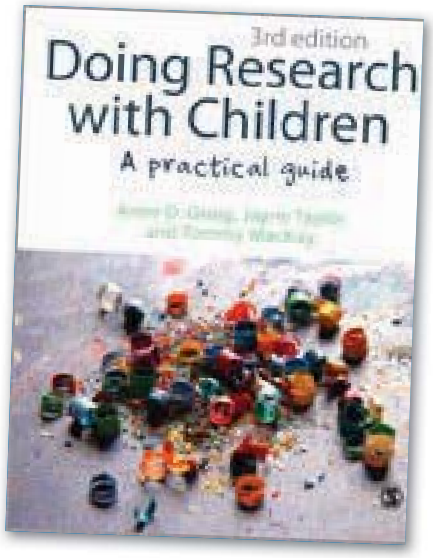
Essentially in two sections the reader is given an overview of theories and perspectives and research designs, reviews, applications in research for children and young people. Professionals requiring research at level 4 or above will quickly see this book as a core text to co-ordinate their learning in research methods. The book has proven popular now in its third edition since 1999.

Edition 3 introduces "Communicating research findings" and extends on research ethics. For example Chapter 10 is invaluable on the research ethics for children and young people, with a variety of methods that are difficult for first time researchers to experience and learn. A simple "ladder" figure of participation with a summary table clearly shows how to prevent non ethical research designs.

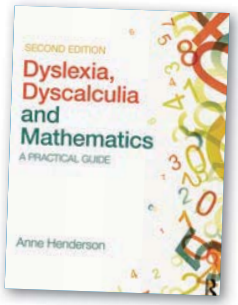
The contents page, subject and author indexes are clear and brief, with easy access to key information in the text. Box, Figure and Table contents pages list key theories, techniques and case studies in a cumulative and formative way. The stages of learning research makes sense and is logical. This easy access layout continues throughout the twelve chapters that are short with sub-headings. Checklists and case studies illustrate difficult ideas and practices, such as designing research where children and young people are the researchers or co-researcher. The language is non academic open for the lay person, although some chapters require some specialist knowledge.

There is no glossary which is a disappointment. Technical details such as effect size, magnitude of change when significant results are found are explained effectively, although no specific examples are outlined in reference to research with children. The authors could have used their own research in these cases. However they state their book is not a statistical manual recommending statistical tools and basic texts.

This book is value for money, being useful for educational research up to Level 7 (Master's Degree) across all educational sectors, early years to Further and Higher Education.



Henderson, A. (2012). Dyslexia, Dyscalculia and Mathematics: A Practical Guide, 2nd Edition. London: Routledge. ISBN 9780415683111 RRP: £23.99 pbk



Reviewed by: Anne Rees, Principal, Dyslexia Action Wales.

Ann Henderson is a well-respected authority on maths and dyslexia who has lectured and provided training all around the world. This book is a welcome update to her Maths for the Dyslexic: a Practical Guide, published in 1998. This new edition reflects the changes that have occurred in the intervening years, with references to recent research and a useful chapter on maths and computer technology. There is plenty of practical information, with contact details for intervention strategies, assessment tests, useful web addresses and websites for software The Appendix includes some photocopiable resources.

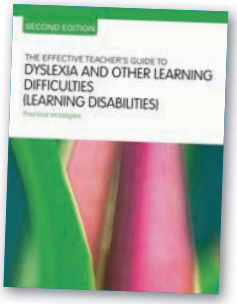
The first three chapters examine the links between dyslexia and mathematical difficulties, followed by a chapter on assessment and intervention. The next six chapters look at difficulties in specific areas of maths e.g. early numeracy skills, developing number skills, calculating, algebra, shape, space and measures and handling data. The final chapter includes a brief review of maths and computer technology. As the author states, earlier in the book, people learn by doing things and one of the keys to success in maths is getting enough practice; there are many opportunities for practice signposted in the book, including some using information technology.

There are two audiences for books like this: non-mathematicians who want guidance to help dyslexic learners and maths teachers who want to understand why their dyslexic or dyscalculic learners find some aspects of maths difficult. Many dyslexia teachers are not maths specialists, and this book is a very useful reference. It has a clear approach, suggesting strategies for teaching and learning for a range of different topics, giving alternative methods for solving problems and highlighting potential problem areas. The text is accessible, with clear explanations and little technical language.

Maths teachers will find the explanation of dyslexic difficulties useful to help them understand the problems that some of their learners may be having; they will find plenty of tips for working with them. Henderson also highlights some of the difficulties with language, reading, working memory, processing speed and sequencing that can cause problems in maths; non-specialist teachers may not be aware of the impact of these difficulties.

This book lives up to its name, 'A Practical Guide', and deserves a place on the bookshelves of both specialist dyslexia teachers and maths teachers.

Farrell, M (2012). The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties (Learning Disabilities): Practical Strategies. London: Routledge ISBN 9780415693851 RPR £21.99



Reviewed by: Barbara J Millington, Assessment Services Operations Manager

Michael Farrell trained as a teacher and research psychologist and has worked as a head teacher, a lecturer at the University of London and as a local authority inspector. He managed a national psychometric project for City University, London and directed a national education project for the Department of Education. He is currently a widely published private special education consultant, working with children, families, schools, local authorities, voluntary organisations, universities and government ministries.

This is the second edition of this book, it having been first published in 2006. It is aimed at teachers and other professionals in all school settings, school staff and any other people involved in provision for children and young people with cognitive impairments; some parents may also find its content interesting and useful. I would not consider it to be highly relevant for psychologists or for research purposes, since the content largely consists of summarising current knowledge and relevant research in the context of its implications for pedagogy.

This new edition contains references to legislation and procedures in other countries as well as in the UK, but focuses on teaching strategies that are appropriate in all national contexts. As with the first edition, the book contains chapters on 'Reading disorder/dyslexia', 'Developmental coordination disorder/ dyspraxia', and 'Mathematics disorder/ dyscalculia'; this edition contains an additional chapter on 'Disorder of written expression'.

Farrell describes and defines each disorder in turn; discussing its characteristics, prevalence and causal factors, and considering possible associated difficulties. At the end of each section, he discusses provision in relation to curriculum and assessment of the disorder. In addition, a description is given of different resources and therapies that may be useful, along with key texts and points that readers may wish to consider; appropriate website references are suggested throughout the text.

The book is clearly written and well structured, with useful introduction and summary sections and an extensive bibliography, as well as helpful and clear contents and index pages, making identification of relevant sections very straightforward. There is no glossary, but any esoteric words are explained in context. No additional materials (e.g. CD-ROM) are provided.

For anyone interested or involved in educational provision relating to learning difficulties/disabilities, this book would represent good value and serve as a useful reference tool.

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

CONTINUING PROFESSIONAL DEVELOPMENT (Level 4 and 5)

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

These short, online courses have been developed 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. Our courses allow you to build a Certificate or Diploma by studying individual units and awards.

As well as 'Introduction to Dyslexia', there are also literacy skills development programmes and specialist courses in Mathematical skills development and English as an Additional Language.

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.

Level 4 CPD Award in Understanding and Supporting the Needs of Adults with Dyslexia and Co-occurring Difficulties

The Adults Course is suitable for training and learning support staff in FE, HE, Work-based Training and Prison Centres. Units include:

- Imtroduction to Dyslexia and Co-occurrence in Adults
- Literacy Skills and Numeracy Skills and the
- Adult Learner with Dyslexia and Co-occurring Difficulties
- Adapting to the Needs of the Adult Learner with Dyslexia and Co-occurring Difficulties

Booking opens August 2013 for New Syllabus (September 2013 – August 2014)

Short CPD Courses - book now for October 2013
http://dyslexiaaction.org.uk/short-courses-cpd

Supporting Adults Course - book now for October 2013
http://dyslexiaaction.org.uk/supporting-adults-programme

Short International Courses - book now for October 2013
http://dyslexiaaction.org.uk/international-programmes

POSTGRADUATE TRAINING (Level 7)

Postgraduate Certificate and Diploma Programmes in Dyslexia and Literacy

http://dyslexiaaction.org.uk/postgraduate-programme

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 the Diploma course builds on and develops the skills and knowledge and leads to an Assessment Practising Certificate. Book now for courses starting 9th September 2013.

Join the 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.

E: guild@dyslexiaaction.org.uk T: +44 (0)1784 222342
W: http://dyslexiaaction.org.uk/dyslexia-guild

OTHER COURSES

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

http://dyslexiaaction.org.uk/exam-access-arrangements-eaa

Hidden Disabilities Questionnaire (HDQ)

The HDQ is a 32-item screening questionnaire designed for people aged 14 and older. The screening tool highlights features of hidden disabilities, including Dyslexia, Dyspraxia and Attention Deficit Disorder, and enables appropriate referral and consultation to be put in place. Specialist training is required to administer the questionnaire and is available through Dyslexia Action. The course is part attendance and part web based

http://dyslexiaaction.org.uk/hdq-training-course

Bespoke Training

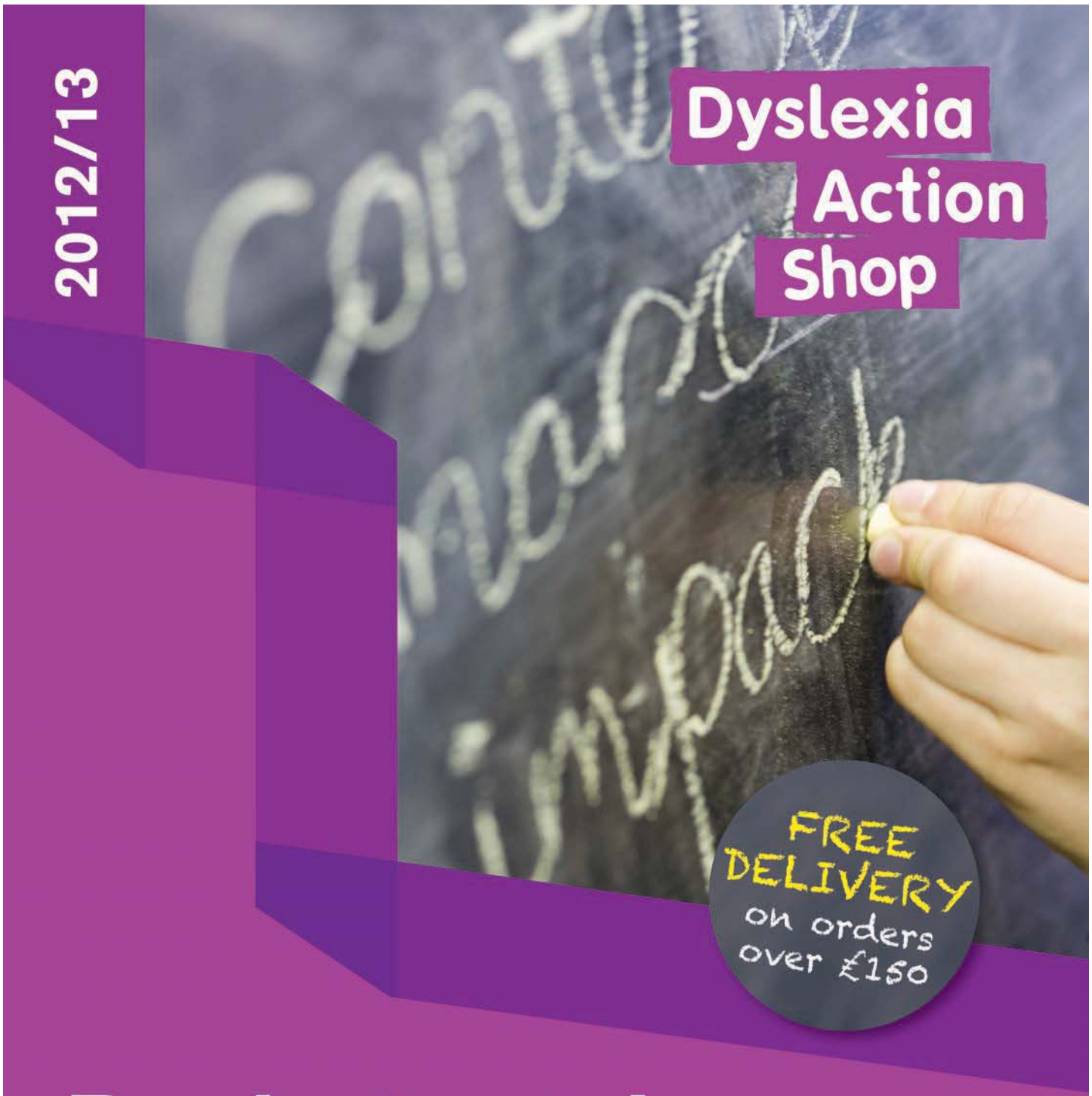
Dyslexia Action Department of Training and Professional Development offers a full range of bespoke training solutions for schools, colleges, universities and local authorities. If your school or college is interested in a course or INSET session tailored to your needs, please contact us at the address below.

FURTHER INFORMATION

Dyslexia Action Training and Professional Development
Park House, Wick Road, Egham, Surrey TW20 0HH
Tel :+44 (0)1784 222304 Email: trainingcourses@dyslexiaaction.org.uk

Order your Catalogue Now from www.dyslexiaactionshop.co.uk

2012/13



Product catalogue

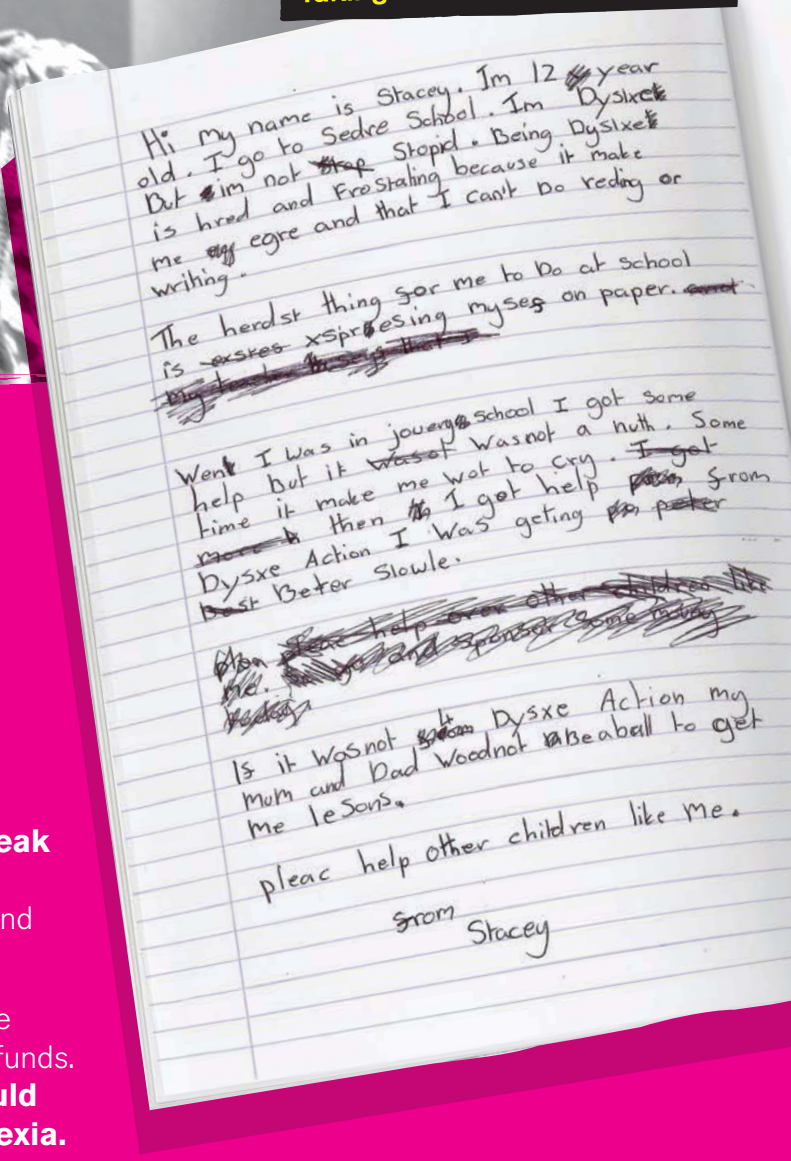
Resources for teachers, psychologists, parents and learners

Dyslexia Action

Taking Action • Changing Lives

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

Sticks + Stones may Break my Bones But it's WORDS that really hurt me

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