

The Journal of The Dyslexia Guild

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In this issue:



Assessment considerations in Developmental Co-ordination Disorder



Clocking In On Dyslexia: Timing, Rhythm and Reading Development



Dyslexia Guild Membership Grades

Dyslexia Action

Taking Action • Changing Lives

Training and Professional Development

Volume 26 Number 2

www.dyslexiaaction.org.uk | October 2015

JOIN THE DYSLEXIA GUILD!

**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
- Preferential discounts on courses, suppliers and CPD events
- Assessment Practising Certificate
- Professional Indemnity Insurance at preferential rates for APC



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

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

**For more information see our web page
<http://dyslexiaaction.org.uk/dyslexia-guild>**

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Autumn Issue

October 2015

Download the Media Pack at:

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

Published by:

Dyslexia Action
Dyslexia Action House
10 High Street
Egham, Surrey
TW20 9EA
Tel: 01784 222300
Website: www.dyslexiaaction.org.uk

Designed and Printed by:

Darwin Press Ltd
Unit B, Pier Road
Feltham
Middlesex
TW14 0TW

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ISSN

0308-6275
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Editorial

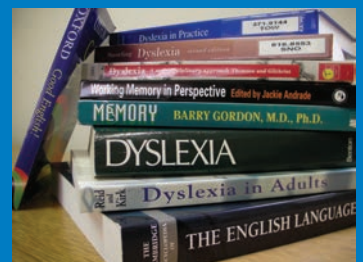
Our autumn issue replaces the edition that we normally run during the summer months, please accept our apologies for the delay. Guild member news has been recently sent out in our e-newsletter so please do contact us if you have not received the September issue of Guild Gallery and/or login to your Guild member account to check that your email address and mailing permissions are up to date.

This issue features a wide range of articles and opens with the details of the new Membership Grades that we will be applying to all Guild members from the end of October. Please read carefully through this information and then take the opportunity to upgrade your qualifications online in your Guild Member's account. Your specialist teacher/assessor qualifications will confer the highest grade of membership and these combined with appropriate continuing professional development will give eligibility for Fellowship.

In this Review, we are pleased to present a follow-up feature from Professor Amanda Kirby, our keynote speaker at the Guild Conference this year and the UK leading expert on dyspraxia/DCD. Amanda provides a summary of her presentation and a checklist that Guild members are sure to find useful in the course of their professional practice. Dr Emma Birkett, Research Fellow from Aston University provides an insightful guest feature and overview of her research into timing difficulties experienced by children with dyslexia.

Dr Anna Smith, Lead Assessor for the Assessment Practising Certificate Panel responds to questions on the APC and provides a summary of some of the key points that those renewing or applying for an APC will need to consider. Guild members are reminded that there is an updated downloadable brochure on Obtaining and Renewing an APC on our website. While Alison Keeley, Southern Region Manager for Dyslexia Action provides another insightful article on using books and texts to best effect with learners with dyslexia and literacy difficulties.

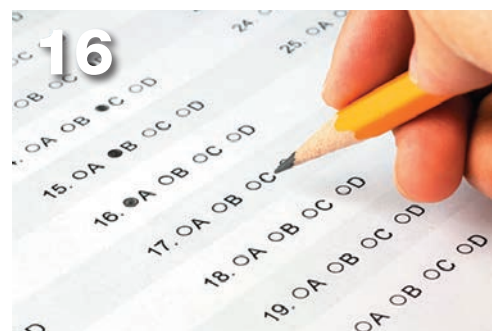
Our book reviews complete as always our journal and come with a reminder that we welcome reviews from Guild members. Please do contact us if you are able to review a book for this section of the magazine or have ideas for features you would like to see. Contact: guild@dyslexiaaction.org.uk



Kathryn Benzine
Editor

Contents

- 5** Dyslexia Guild Membership Grades
- 8** Assessment considerations in
Developmental Co-ordination Disorder
- 12** Clocking in on Dyslexia: Timing,
Rhythm and Reading Development
- 16** Assessment Practising Certificate
- 20** Exam Access Arrangements: Training and
CPD Options
- 21** Dyslexia-friendly, book-related activities
- 23** Going it alone – tips about working
for yourself
- 24** Obituary for Barbara Foster
- 25** Book Reviews



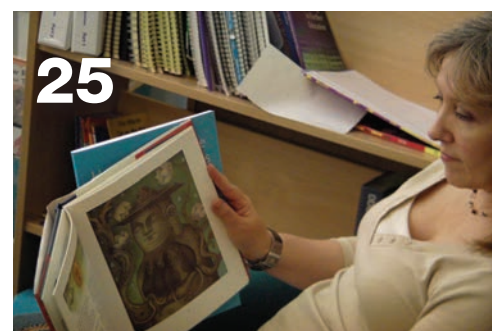
Assessment Practising Certificate



Dyslexia-friendly, book - related activities



Working for yourself



Book Reviews

Dyslexia Guild Membership Grades

Dyslexia Guild members will now benefit from letters after their name in recognition of their qualifications and professional standing as specialist teachers and specialist teacher/assessors of literacy, dyslexia and specific learning difficulties.

We are pleased to announce that the Dyslexia Guild is now able to offer its members designatory letters in recognition of their qualifications and professional status. The majority of Guild members are either specialist teachers holding a Level 7 Postgraduate Certificate in Dyslexia/SpLD or specialist teacher/assessors holding a Level 7 Postgraduate Diploma in Dyslexia/SpLD. Our post-nominal letters will designate them as either Associate Members or Members of the Guild and they will confer the letters ADG or MDG respectively. However the membership grades will also recognise aspiring members and encourage them to join and benefit from the inspirational networking community and the organisation's member benefits.

Many Dyslexia Guild members also have years of post-qualification professional experience in the field of dyslexia/SpLD and this will be recognised, on presentation of the appropriate evidence, by election to Fellowship of the Dyslexia Guild (FDG).

Members will be provided with a grade of membership from October 2015 and notified of this. All current members will be assigned a grade of membership based on the qualifications information we hold for them. Please do update your qualifications on your personal record if you have not done so recently. We will then invite existing members who wish to upgrade, to do so in the following months.

Dyslexia Guild Membership Grades are as follows:

AFFILIATE MEMBER

Affiliate Members do not have Guild designatory letters after their name. Affiliate Members confirm their ongoing commitment to Continuing Professional Development in the field of dyslexia and specific learning difficulties (SpLD) and will have met one of the following criteria:

- Are working in a relevant educational setting and are gaining suitable experience in the field of dyslexia/SpLD
- Have an interest in the work of the Dyslexia Guild and wish to progress through the grades of membership
- Are a student on a relevant training programme in Dyslexia/SpLD
- Are a staff member of Dyslexia Action and do not require professional membership

EQUIVALENCE on the Literacy and Dyslexia/Specific Learning Difficulties (SpLD) Professional Development Framework is Stage 2 Targeted and Stage 3 Targeted Strategic

Example roles: SEN Teacher, SENCo, Higher Level Teaching Assistant, FE/HE Support Assistant, Speech and Language Therapist or Educational Psychologist

- Electronic access to: Dyslexia Review, Guild Gallery and the Library (National Training Resource Centre)

N. B Affiliate members who wish to access full Associate Member benefits may do so at the full rate but will not gain designatory letters without meeting the relevant criteria.



ASSOCIATE MEMBER (ADG)

Associate Members hold the Guild designatory letters ADG (Associate of the Dyslexia Guild). Associate Members will commit to the Dyslexia Guild Code of Practice and will have met the following criteria:

QUALIFICATIONS: will have a Level 7 (UK HE Framework) Postgraduate Certificate in Dyslexia/SpLD that confers qualified specialist teacher status, plus a degree, or equivalent comparable qualification, from a recognised UK or International educational establishment. Specialist teacher qualifications should have been accredited at level 7 by the British Dyslexia Association (BDA) or a suitable equivalent.

EDUCATIONAL EXPERIENCE: Will have at least two years (pre or post qualification) full time equivalent experience as a qualified teacher, or HE/FE support assistant or other relevant professional role (e.g. Speech and Language Therapist or Educational Psychologist)

EQUIVALENCE on the Literacy and Dyslexia/Specific Learning Difficulties (SpLD) Professional Development Framework is Stage 4 Specialist

Example roles: Specialist Teacher of Literacy and dyslexia/SpLD and Specialist Advisory Teacher of Literacy and dyslexia/SpLD

CONTINUING PROFESSIONAL DEVELOPMENT:

Have shown evidence of an ongoing commitment to their personal professional development through recent and relevant CPD.

ASSOCIATE MEMBER BENEFITS:

Associate members are entitled to the following benefits:

- Access to the Guild Member website and member forums
- Electronic access to back issues of Dyslexia Review and Guild Gallery
- Electronic and hard copy borrowing rights to the Library (National Training Resource Centre)
- Printed copy of the most recent edition of Dyslexia Review
- Discounted attendance at the Guild Conference and specified member events
- Free attendance at Guild webinars

MEMBER (MDG)

Members hold the Guild designatory letters MDG (Member of the Dyslexia Guild). Members will commit to the Dyslexia Guild Code of Practice and will have met the following criteria:

QUALIFICATIONS: will have a Level 7 (UK HE Framework) Postgraduate Certificate and Diploma in Dyslexia/SpLD that confers qualified specialist teacher/assessor status plus a degree, or equivalent comparable qualification, from a recognised UK or International educational establishment. Specialist assessor qualifications should have been accredited at level 7 by the BDA and/or the SpLD Assessment Steering Committee (SASC) or a suitable equivalent in the case of international applicants.

EDUCATIONAL EXPERIENCE:

Will have at least four years of referenced full-time equivalent experience as a qualified teacher, or HE/FE support assistant or other relevant professional role (e.g. Speech and Language Therapist or Educational Psychologist)

- Will have at least one year of referenced full time equivalent experience as a qualified specialist assessor in mainstream education or HE/FE support settings.
- Will hold an Assessment Practising Certificate (APC) where required by their role.

EQUIVALENCE on the Literacy and Dyslexia/Specific Learning Difficulties (SpLD) Professional Development Framework is Stage 5 Specialist Complex

Example Roles: Specialist Teacher/Assessor; Advisory Specialist Teacher/Assessor; Postgraduate or CPD Tutor dyslexia/SpLD

CONTINUING PROFESSIONAL DEVELOPMENT:

- Will provide evidence on request of an ongoing commitment to their personal professional development through recent and relevant CPD.
- Will ensure that their assessment practice is informed by recent and relevant CPD that will update their professional knowledge and application in a professional context.

MEMBER BENEFITS:

Members are entitled to the following benefits:

- Access to the Guild Member website and member forums
- Electronic access to back issues of Dyslexia Review and Guild Gallery
- Electronic and hard copy borrowing rights to the Library (National Training Resource Centre)
- Printed copy of the most recent edition of Dyslexia Review
- Discounted attendance at the Guild Conference and specified member events
- Free attendance at Guild webinars



FELLOW (FDG)

Fellows hold the Guild designatory letters **FDG** (Fellow of the Dyslexia Guild). Fellows will commit to the **Dyslexia Guild Code of Practice** and will have met the following criteria:

Qualifications: will have a Level 7 (UK HE Framework) Postgraduate Certificate and Diploma in Dyslexia/SpLD that confers qualified specialist teacher/assessor status plus a degree, or equivalent comparable qualification, from a recognised UK or International educational establishment.

Educational Experience:

- Will have at least seven years of referenced full time equivalent experience as a qualified specialist teacher/assessor Dyslexia/SpLD and be working as a qualified teacher, or HE/FE support assistant or other relevant

professional role (e.g. Speech and Language Therapist or Educational Psychologist)

- Will have at least four years of post-qualification referenced full time equivalent experience as a qualified assessor in mainstream education or HE/FE support settings.
- Will hold an Assessment Practising Certificate (APC) where required by their role.

EQUIVALENCE on the Literacy and Dyslexia/Specific Learning Difficulties (SpLD) Professional Development Framework is Stage 5 Specialist Complex

Example Roles: Specialist Teacher/Assessor; Dyslexia/SpLD Advisor; Dyslexia/SpLD Trainer; Postgraduate or CPD Tutor dyslexia/SpLD

CONTINUING PROFESSIONAL DEVELOPMENT:

- Will provide detailed evidence of an ongoing commitment to their personal professional development through recent and relevant CPD as a part of their Fellowship application.
- Will ensure that their assessment practice is informed by recent and relevant CPD that will update their professional knowledge and application in a professional context.
- Will commit to a mentoring role to aspiring specialist teachers and assessors in their professional working capacity.

BENEFITS OF FELLOWSHIP:

Dyslexia Guild Fellows are entitled to the following benefits:

- Access to the Guild Member website and member forums
- Electronic access to back issues of Dyslexia Review and Guild Gallery
- Electronic and hard copy borrowing rights to the Library (National Training Resource Centre)
- Printed copy of the most recent edition of Dyslexia Review
- Discounted attendance at the Guild Conference and specified member events
- Free attendance at Guild webinars
- One free Level 4/5 or Level 7 CPD unit course with Dyslexia Action Training per membership year. This will be from a selection of units offered every year.



In addition the Dyslexia Guild offers:

- A Retired rate for Members who are no longer working full time as a specialist teacher/assessor.
- A Group Membership Scheme for educational establishments who wish to offer a group membership to staff on an Affiliate basis.
- A Business Affiliate Scheme for recognised providers of educational materials who wish to endorse and support the work of the Dyslexia Guild.

Further details of these schemes are available on request.

HOW TO APPLY FOR DYSLEXIA GUILD MEMBERSHIP/UPGRADING

Joining details for the Dyslexia Guild can be found on our website at:

www.dyslexiaaction.org.uk/membership-dyslexia-guild

Upgrading details for existing members can be found on the Guild Member's website at:

<https://training.dyslexiaaction.org.uk/guild-members>

REFERENCES

The Literacy and Dyslexia/SpLD Professional Development Framework:

<http://framework.thedyslexia-spldtrust.org.uk/>

The British Dyslexia Association:

www.bdadyslexia.org.uk/

The SpLD Assessment Standards Committee:

www.sasc.org.uk/

Assessment considerations in Developmental Co-ordination Disorder



Professor Amanda Kirby PhD, MRCGP, MBBS, Chair in Developmental Disorders in Education, University of South Wales, provides a follow-up guide to her presentation at this year's Guild Conference.

What is DCD?

Developmental Co-ordination Disorder (DCD), also known as Dyspraxia in the UK, is a common lifelong multi-system disorder affecting motor co-ordination at its core. Around 60% of individuals continue to have some challenges into adulthood.

Children may present with difficulties with:

- Writing and learning to type
- Riding a bike
- Self care tasks
- Recreational activities – such as team sports especially ball sports

In adulthood many of the motor difficulties continue, as well as having challenges when learning new skills at home and work e.g. such as learning to drive a car. It is well recognised that individuals often have difficulties with executive functioning skills such as organisation, time-management and self-planning skills.

DCD is formally recognised by international organisations including the World Health Organisation and American Psychiatric Association. There are no similar agreed criteria for Dyspraxia and much of the research in this field has been described using the defined terms of DCD. However, the terms are often used interchangeably and sometimes ascribing a different and specific meaning, causing at times confusion for parents and professionals.

The range of intellectual ability in children and adults is in line with the general population. The co-ordination difficulties affect participation AND functioning of everyday life skills in education, work and employment. When assessing an individual for DCD, it is important to consider the impact that motor difficulties are having on every day life.

DCD is distinct from other motor disorders such as Cerebral Palsy and stroke. Diagnosis needs to be made after 'other' potential causes affecting motor functioning have been excluded.

How common is DCD?

A UK-based large population study demonstrated the prevalence of children with severe difficulties was 1.7%,

and a further 3.2% of children were considered as having "probable developmental co-ordination disorder" (Lingam et al, 2009). This means that in a UK population there could be over three quarters of a million under 16s with DCD.

Do more boys than girls have DCD?

It was thought for a long time that there were more boys than girls with DCD but it is now recognized that there may well be similar ratios of children and adults with DCD but that we may not be identifying the girls as effectively as the boys. Reasons for this may include the tools we use could potentially have a gender bias; what causes us to notice a child in a class may differ between girls and boys (e.g. a busy boy with hyperactive behaviour may be more likely to attract attention, with potential commonly associated ADHD); societal expectations driven by media images of males; being 'sporty'.

Girls may also exhibit some protective factors and be able to 'cover up' their difficulties more effectively. However, there is some evidence to show that those with an additional diagnosis such as Dyslexia are more likely to be identified, than with 'only' motor difficulties. Girls may present later to services when their difficulties are impacting on self-esteem, confidence and mental wellbeing.

Does DCD co-exist with other problems or conditions?

There is extensive evidence that developmental disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia, Specific Language Impairments and Developmental Co-ordination Disorder (DCD) commonly overlap with one another. Additionally, there is also evidence of increased risk relating to anxiety and depression in individuals with DCD. This has been identified at all ages from as young as 5 years of age and into adulthood.

Other conditions that may present with motor difficulties in childhood and need to be excluded when considering DCD, include Neurofibromatosis 1, Klinefelter's syndrome, Joint Hypermobility Syndrome (JHS); Fetal Alcohol Syndrome.

In adulthood, motor problems could be related to conditions such as Multiple Sclerosis, Parkinson's disease and brain tumours. Any recent deterioration in motor

function should always be a 'red flag' for urgent referral to a GP.

Assessing for DCD Start with the history

History taking is an essential part of considering the diagnosis in DCD and is a way of eliciting the signs and symptoms. It allows you to find out how and where any challenges are impacting in the past and present for the individual and their family. Sometimes families or partners may provide significant amounts of scaffolding in order to support the child/adult in school or work and, without asking specific questions relating to this, it can be missed all together. What intervention has been put in place in one form or another? For example, one adult I saw had been attending ballet classes since very young despite having motor difficulties; her balance, as a consequence of her practising, was reasonable, while her fine and gross motor skills were generally very poor.

Why now, and why here?

It is always useful to know why now and why here, in order to understand the reason for wanting an assessment at this time and place. Is it to access Disabled Students Allowance; is it to gain more time in an exam; is it to be given practical advice to progress in education; is there a potential for job loss?

When considering a diagnosis of DCD in an individual it is important to think about:

Onset: When did this symptom first appear? DCD is a developmental condition.

Consider if the challenges being presented are:

- new e.g. brain injury, Multiple Sclerosis
- changing in presentation e.g. brain tumour
- worsening e.g. Parkinson's disease
- related to other factors e.g. anxiety, depression, attentional difficulties

If you are concerned at all, refer the individual to their GP.

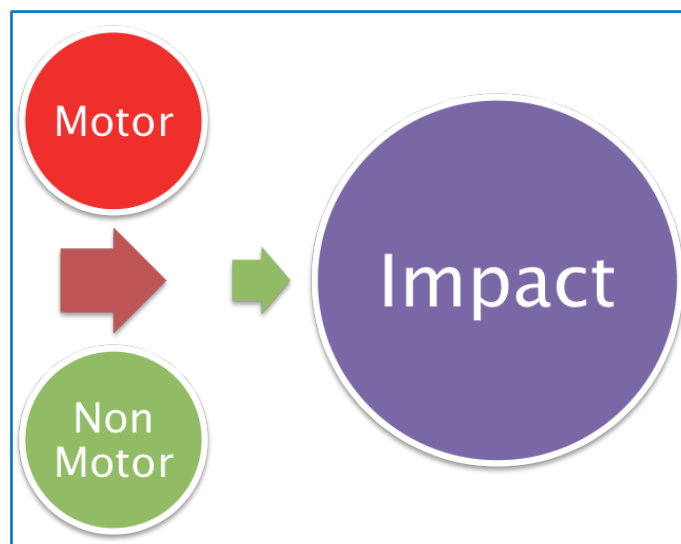
Duration: How long have the motor difficulties been present?

Pervasiveness: Are the challenges the individual is having present in more than one context (e.g. at school/work and home)?

Persistence: Are the symptoms and signs occurring more frequently than that typically expected for the individual's age and development level?

Impairment: To what extent does this symptom impair the individual's functioning and ability to progress in school/work?

More specifically think of the following components:



- **The motor- pattern and severity of difficulties**
What pattern of difficulties are seen e.g. balance, fine motor, gross motor?
 - ▶ How and where does it affect the individual day to day?
 - ▶ What makes life better for the individual?
 - ▶ What makes life worse?
- **Non motor**
 - ▶ What is the extent of executive functioning difficulties e.g. time management, self-organisation?
- **Impact**
 - ▶ How does it impact on being able to participate and take part in activities that someone of a similar age would be able to do?
 - ▶ What is the social impact; how does the individual get on with their peers?
 - ▶ How is the level of self- esteem; how anxious is the individual; is there avoidance of certain situations?
 - ▶ Is there less physical activity leading to weight gain?
 - ▶ What is the economic and educational impact compared to what would be expected for given intelligence?
- **Presence and degree of severity of other co-occurring developmental and mental health conditions and the impact this has on the individual's life.**
 - ▶ Asking general questions that relate to the common co-occurring conditions is a good start before focusing on more specific symptoms such as reading, attention, anxiety related symptoms. Even if they don't meet the full criteria for a diagnosis they may still be having an impact.

Background history

Do you need to gather information from other sources using screening tools; talking with parents/partners (where appropriate and possible) to gain a complete picture? Recall of childhood development can be difficult and may be an important part of gaining a complete picture.

Past antenatal and childhood development

- Was the individual premature (increased risk of DCD)?
- Not all children with DCD will have delayed motor milestones but it is useful to ask if there have been any specific delays with walking or talking. There is good evidence of the link between the two. Past social / family history
- Family history of developmental disorders/SpLDs or other conditions
- Activity - what types of interests and hobbies does the individual have and how are these being limited?
- Participation - how often and how limited are these? Do difficulties stop the family doing some activities?

Past developmental and educational history

This is in order to gain a complete picture of what the motor difficulties are or were at each stage, and where they occur at the different stages of development.

The following are examples of the types of challenges that may be seen at these stages:

Early years

- Colouring, cutting, dressing, feeding, climbing.

Primary school

Writing, using scissors/ rulers, playing ball skills, dressing, feeding.

- Playing ball skills, team games, riding a bike.

Secondary school

- Writing at speed and legibly, ball sports and team games.
- Organisational difficulties e.g. time management, self - organisation.
- Secondary impact on self-esteem; greater social isolation.
- Examinations e.g. any additional help, extra time or routine use of computers.

In school/college

- What are or were the key challenges?
- What help has been sought so far, both in and out of education?
- What specifically has been a help e.g. additional time, alternative sports, ICT, exam arrangements given?

Differential diagnosis

What other neurodevelopmental disorders/Specific Learning Difficulties could be present that could be limiting motor functioning e.g. ADHD?

- Why else could the individual have co-ordination difficulties e.g. Cerebral Palsy, Muscular Dystrophy, genetic condition?
- What else could be present that could impact on their co-ordination difficulties?
 - ▶ Visual difficulties
 - ▶ Hearing difficulties
 - ▶ Behavioural issues at home or school
 - Depression

Some additional points to consider

A test does not diagnose. Consider why you are using an assessment or screening tool. Think what you will do with the results. Ask yourself how it will shape any intervention or any guidance you may give. Taking the history builds the picture for you and allows the emphasis to be considered in terms of the greatest challenges here and now.

Screening tools are not diagnostic tools but can highlight patterns and can be very useful to gather information and assist in completing the picture. In the UK, we commonly use DCD-Q (Wilson et al, 2000), Movement ABC-2 Checklist and the Adult DCD Checklist (Kirby et al, 2010) as screening tools.

Movement ABC-2 Battery (Henderson et al, 2007) is often used as an assessment of motor skills by suitably qualified professionals and DASH (Barnett et al, 2007) has been used as an assessment of writing skills. Other assessments used to gain information on visual perception or visual motor integration such as the Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery et al, 2010) are used but do not diagnose DCD and should never be used as sole diagnostic tools as they don't examine movement per se. Nor can, or should, an IQ assessment profile determine DCD at an individual level as no correlation has been shown between motor skills and IQ (Smits-Engelsman & Hill, 2012)

Individuals with DCD can vary greatly in severity of their difficulties and the pattern in which they present. Everyone requires an understanding of their specific challenges in the context of their setting.

When assessing, consider the main challenges for that individual given that all specific learning difficulties overlap, and so everyone will be different and not fit a prescribed box in reality. Missuina et al (2010) have discussed a staged approach to assessment of DCD and CanChild have developed some excellent materials to aid with this (www.canchild.ca). In the UK, Movement Matters has been formed to bring together information to aid the processes also (www.movementmatters.uk.org) and has an increasing bank of FAQs to assist.

Ideally however, an assessment should be an interdisciplinary approach bringing skills together to provide a holistic approach and full understanding. There remain challenges for all while we still see Developmental Disorders/Specific Learning Difficulties as separate

'boxes' and people as clusters of symptoms that fit or don't fit a neat diagnostic box. Understanding the patterns and the individual context is essential for a truly person-centred assessment to be undertaken. We should not forget the costs (time and effort) for some parents and

adults going from place to place receiving assessments and reports for a range of difficulties that don't provide an overall picture and seamless guidance and our continuing responsibilities as professionals to improve this process

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Clocking in on Dyslexia: Timing, Rhythm and Reading Development

Dr Emma Birkett, Research Fellow at Aston University, gives an overview of research on the timing difficulties experienced by children with dyslexia including findings from her research examining motor timing and dyslexia.



Dyslexia is a developmental disorder affecting the development of accurate and fluent reading and spelling, with key difficulties in word recognition. Children with dyslexia commonly also show deficits in understanding the correspondences between letters and sounds (phonological awareness),

verbal memory and processing speed. As a cognitive neuroscience researcher, I am interested in examining the different cognitive processes that contribute towards the development of fluent reading. One such process is a child's ability to accurately time events (whether it be producing accurately timed movements or evaluating the timing of events occurring in the environment). The capability of a child's brain to effectively time such events is believed to play a part in development of appropriate phonological representations which in turn affect reading development.

Here, I provide an overview of the research on timing (sometimes referred to as temporal processing), in relation to rhythm and movement timing, and explain how this may affect the development of phonological awareness. Understanding the elements of neural functioning that contribute to the eventual profile of dyslexia seen in the classroom allows us to focus on underlying aspects of ability that may be potential targets for intervention.

What aspects of timing are challenging for children with dyslexia?

We are immersed in a world that is inherently temporal in nature as our behaviour needs to occur in a timed and predictable fashion. We need to be able to comprehend the order and duration of events and evaluate intervals occurring within patterns of events. These skills allow us to move our bodies in a co-ordinated manner, avoiding other moving objects, communicate with others, and make decisions based on predictions of the timing of future events. Different types of processes occur at different scales (including rapid control of action or speech at the millisecond level, problem solving at the second/minute scale to timing daily (circadian) processes at longer scales (Mauk & Buonomano 2004).

By measuring responses to tasks with stimuli that change over time, or are presented rapidly, we can assess

temporal processing capabilities at the millisecond level. It has been found that children with dyslexia have a specific difficulty with processing stimuli that proceed at this millisecond level. For example, they need longer intervals between events (e.g. two rapidly presented tones) in order to be able to identify them as two individual stimuli rather than one continuous stimulus, or to determine the order of stimuli that are presented sequentially (see review by Farmer & Klein, 1995).

Another way in which we can measure children's ability to process temporal (or time-based) aspects of the environment is to ask children to listen and tap their finger in time to a regular beat of repeated tones. At the most basic level, this task can tell us about the precision of the brain's temporal processing systems for predicting the time at which stimuli will occur and the brain's ability to generate responses that are synchronized with the beat (synchronized timing). Additionally, we can examine the ability to stay in time with the beat once the repeated tones have been stopped (continuation timing). This can reveal how well the brain can generate regularly timed events in the absence of a beat.

Children with dyslexia have problems with both synchronized and continuation timing tasks (Wolff et al. 1984; Waber et al. 2000; Thomson & Goswami 2008). Their taps typically occur further from the time of the beat and more irregularly than when children who do not have reading difficulties perform the task (Wolff et al. 1990; Waber et al. 2000; Thomson & Goswami 2008). Importantly, performance on these tasks has been found to be a good predictor of key literacy skills such as reading and spelling (David, Wade-Woolley, Kirby, & Smithrim, 2007; Dellatolas, Watier, Le Normand, Lubart, & Chevrie-Muller, 2009).

Neuroimaging studies have shown us that these tasks are controlled by different brain areas that are part of a connected timing network made up of several brain areas each performing a different element of the task. For example, the cerebellum (at the rear of the brain) is important for examining signal patterns and optimising the timing of any movement responses. The basal ganglia (sub-cortical nuclei located in the centre of the brain close to the thalamus), in comparison, help to code the temporal structure of the stimuli (Lewis & Miall 2003; Wiener et al. 2010).

My own research has explored timing performance by measuring the variability occurring from tap to tap in

synchronization and continuation tapping tasks. Results demonstrated that children (without dyslexia) appear to use an internal representation of the beat as a timekeeping clock to maintain regular finger tap responses. This timekeeping system helps to predict, monitor and maintain accurately timed responses. In comparison, children with reading difficulties tend to rely more heavily on the occurrence of individual stimuli rather than on an internal representation of the regular beat (Birkett & Talcott 2012).

Why might timing deficits relate to phonological development?

Performance on these motor timing tasks is correlated with performance on literacy tasks such as reading, spelling, phonological awareness, yet these types of tasks are very different in form and are not apparently linked. When we consider the processes that contribute to learning to read, the reason for the relationship becomes more apparent.

As we know, in learning to read, children have to learn the correspondences between sounds and letters in order to decode new words (see Kuhl, 2004 for review). Over time these skills allow children to become proficient at both decoding written language units and segmenting spoken words into phonemes so that reading and spelling become automatic. Even young infants who have not yet learned to speak have the ability to discriminate phonetic categories (Kuhl & Rivera-Gaxiola 2008). The ability to recognise words in a stream of speech is guided by prominent features in language such as the sound regularities, the gaps between sounds, the stressed syllables and acoustic boundaries and the time-and frequency-based characteristics of sounds (see Davis & Johnsruide, 2007, for a review).

Whilst speech perception is distinct from reading and writing skills, the ability to segment speech sounds into units that represent letters or letter strings is essential for the development of these literacy skills. Any impairment in developing these segmentation skills can lead to the development of inaccurate phonological representations that will make it difficult for a reader to relate letters to their conventional speech sounds.

Timing abilities are important in being able to recognise, categorise and predict these sound features within speech in order to extract segments from the speech stream. The rhythm-like quality of speech, known as prosody, comprises complex patterns that are used to discriminate syllables, words, phrases and accents. Being able to recognise prosodic features allows infants and children to understand where word and syllable boundaries fall (Petitto et al. 2001) and to develop appropriate phonological representations (Beattie & Manis 2011). Difficulties in processing the temporal elements of the speech signal may therefore impair phonological development and this link may account for the relationships found between temporal processing and phonological or literacy abilities.

Is this a movement or co-ordination difficulty?

Timing performance is often measured using movement tasks such as finger tapping tasks. However, it has been shown that it is very unlikely that any timing difficulties in children with dyslexia are a result of a motor control deficit. For example, when simple movement reaction times or manual dexterity are measured alongside timing performance, we find that movement ability does not explain the variations in timing ability (Birkett 2013; Birkett & Talcott 2012; Thomson & Goswami 2008). The movement and timing parts of a motor timing task are controlled separately by distinct neural systems and a disruption in the timing part of this system is not necessarily a result of a change in the system responsible for movements.

The motor/movement difficulties shown by some children with dyslexia are thought to be more likely a result of symptoms of another developmental disorder (e.g. ADHD or dyspraxia) occurring alongside the symptoms of dyslexia (Rochelle & Talcott 2006). As we know, there is frequently an overlap in the presence of symptoms of such disorders in a single child (Willcutt & Pennington 2000).

Interestingly, children with ADHD show a similar kind of difficulty with accurate timing of responses to a beat as children with dyslexia (Toplak et al. 2006; Zelaznik et al. 2011). However, the studies I have conducted suggest that the timing difficulties associated with symptoms of ADHD are different from the timing difficulties that are associated with symptoms of dyslexia. For example, the symptoms of ADHD tend to be associated with differences in mechanisms that allow the finger tap movements to be generated rather than the clock-like system that regulates timekeeping.

In summary, it is unlikely that the timing difficulty in dyslexia is due to an impairment of motor co-ordination. Rather, any co-occurring movement difficulties are likely to be due to the presence of symptoms of another disorder, such as ADHD. In addition, any timing difficulties related to ADHD are likely to have a different underlying cause to those related to dyslexia.

Timing and Rhythm: Music and Interventions

Unsurprisingly, given the evidence for difficulties in the domain of temporal processing, children with dyslexia also have difficulties with rhythmic tasks (e.g. tapping out a simple rhythm or clapping along to music) and performance on these tasks can predict later reading skills (David et al. 2007; Dellatolas et al. 2009; Overy et al. 2003). Similarly, the ability to detect the metrical structure of rhythm has been found to be a good predictor of reading, spelling and phonological awareness abilities (Huss et al. 2011; Goswami et al. 2013).

Building on this research, some investigators have examined the possible benefits of using rhythmic interventions with children. Such work aims to improve sensitivity to particular aspects of rhythmic processing in order to attempt to improve aspects of phonological processing. Preliminary findings indicate that musical

training may improve phonological segmentation skills in typically developing 8 year olds (François et al. 2013). Other studies suggest that rhythmic interventions for 6-7 year olds with reading difficulties may be as effective as a computerised program that targets reading and phonology skills (Bhide et al. 2013; Thomson et al. 2013) indicating that performing rhythmic type tasks on a regular basis may improve phonological processing as well as more targeted language-based programs.

Rhythmic stimuli are closer in form to the prosody of speech, with more complex demands in terms of predicting of temporal sequences and detection of patterns, phrases or accents. The use of such tasks in research is therefore of interest to establish whether these broader abilities are related to reading difficulties and how they may help children with reading difficulties. However, it must also be remembered that it can be more difficult to evaluate the exact cause of any impairments on these tasks due to the number of additional variables introduced with a complex rhythm compared to a simple timing stimulus. For example, additional cognitive and

neural systems that are recruited as rhythms become more complex and require skills such as order judgement and memory (Grahn & Brett 2007).

This interesting work is clearly important in evaluating the benefits of musical interventions in the classroom. More work in this area is certainly warranted to establish which aspects of rhythmic training or temporal processing skills are most important in the development of reading related skills and which could lead to cost-effective specific interventions that might benefit phonological processing skills in all young readers. In particular, studies examining timing performance or rhythmic training in younger children or infants would be useful to establish the critical ages for targeting temporal processing to facilitate acquisition of reading skills. Until we fully understand the process through which rhythmic interventions affect the development of phonological skills, it is likely that current programmes of support that target phonological skills are as useful to those children underperforming in this area as the introduction of any rhythmic training.

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Continuing Professional Development Courses: Are you up to date? Assessment Practising Certificate

There are a number of routes to obtaining an APC, to find out more information, read our detailed brochure and apply please visit:

www.dyslexiaaction.org.uk/page/assessment-practising-certificate

Applying for an Assessment Practising Certificate

An Assessment Practising Certificate (APC) is a licence to practise and provides approved recognition that the holder has relevant and up-to-date knowledge of dyslexia and specific learning difficulties (SpLD), and has the experience and competence to undertake diagnostic assessments and reports.

This specialist assessment CPD training covers current best practice in report writing and preparation for those looking to gain or renew an Assessment Practising Certificate.

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The Interpretation of Assessment Findings

This course is designed to enhance practitioners' understanding of the key cognitive processes measured in specialist assessments. It features both a series of practical investigations and a theoretical exploration of working memory. It gives practitioners the opportunity to develop their understanding of cognitive processes through a cycle of study, focused activity and reflection.

This unit is set at Level 7 (Master's Level) and is recommended for those who have studied at this level some time ago and wish to refresh their knowledge (e.g. York Certificate/Diploma or Hornsby Postgraduates) Those who have studied at least Level 5 SpLD and are considering working towards

- 30 hours of online learning, conducted over a 6 week period (5 of which are recognised and accredited by SASC)
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Assessment Practising Certificate:

recognition of your competence to undertake diagnostic assessments for dyslexia and specific learning difficulties



Dr Anna Smith answers some common questions regarding gaining or renewing the Assessment Practising Certificate (APC)

Q. Why should I apply for an Assessment Practising Certificate (APC)?

A. The APC is effectively a licence to practise. It confirms that you have the appropriate qualifications to undertake full diagnostic assessments and that your professional practice is up-to-date and has been externally verified as continuing to meet defined competence standards. Only APC holders can undertake diagnostic assessment reports for Disabled Students' Allowance (DSA) applications. The APC Certificate is issued for three years and confirms that you have the knowledge, skills and competences to assess the detailed requirements of individuals with dyslexia/SpLD. The Department for Education requires that those who undertake specialist assessments in post-16 schools, colleges, universities, workplace training establishments and local authority assessment centres are competent to do so. The Joint Council for Qualifications (JCQ) also recognises that for the purposes of Examination Access Arrangements a specialist assessor is "... a specialist teacher with a current SpLD Assessment Practising Certificate.

Q. What does SASC do?

A. The SpLD Assessment Standards Committee (SASC) was first set up in 2005 by the principal organisations involved in the assessment of individuals with dyslexia/SpLD including Dyslexia Action, Patoss and the British Dyslexia Association (BDA). This followed concern about the standards of some reports issued by specialist assessors and the evident need for advice and guidance on suitable tests and the continuing professional development (CPD) required in this area. The SASC Steering Committee provides the rules and regulations governing the Assessment Practising Certificate and approves the awarding bodies who issue the licensing certificates.

Q. Who is allowed to issue APCs?

A. There are currently three APC issuing bodies: the Dyslexia Guild, Patoss and the British Dyslexia Association. All three organisations attend SASC meetings alongside other representative bodies and are also involved in cross-standardisation meetings to ensure that their advice is consistent and follows the same procedures to ensure fairness to all applicants.

Q. Why are APCs only valid for 3 years?

A. An Assessment Practising Certificate is a licence to practise and so it is important that assessors not only undertake relevant CPD but also appraise themselves of the suitability of tests for professional practice. SASC provides a list of Suitable Tests for the Assessment of Specific Learning Difficulties in Higher Education which is regularly updated and can be found on their website, www.sasc.org.uk. When sampling reports SASC has noted that, often, those who fail have not undertaken regular professional updating, are using out-of-date assessment tests or are failing to refer to advice previously given. The SASC Committee determined that three years constitutes a representative period of time for specialist assessors to demonstrate their professional commitment to maintaining their APC appropriately.

Q. I have heard that getting or renewing an APC is very hard and lots of people fail. What are the most common mistakes people make?

A. SASC produces a guide for assessing assessors to ensure consistency across issuing bodies who evaluate APC applications. You can download a copy from the Downloads section on the SASC website. The guide provides a structure for the analysis of errors/weaknesses based on different levels of errors where Level 1 is penalised heavily and Level 3 prompts recommendations for the improvement of future practice. The levels are as follows:

¹JCQ Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments General and Vocational Qualifications Sept 2015 – Aug 2016. (Para 7.3.3)

LEVEL OF ERROR	AREA OF PROFESSIONAL PRACTICE	ASSESSOR RESPONSE
Level 1 - areas of the report where absolute accuracy and reliability is required at all times	<ul style="list-style-type: none"> Confidentiality maintained 100% accurate calculation, reporting and conversion of test scores Appropriate recording of standard scores, percentiles and confidence intervals Tests are age appropriate and evidence suggests they were conducted within standardisation guidelines Diagnosis/conclusion supported by evidence 	<p>A single but significant error in this category will prompt immediate rejection of the report regardless of other features. For example:</p> <ul style="list-style-type: none"> one important score inaccurate despite otherwise competent report. incorrect transcription of score which has an impact upon the report incorrect analysis <p>If a minor error has been made in an otherwise good report, an amendment of the inaccurate scores identified is requested and then an APC is issued</p>
Level 2 - key areas of the report where very high degrees of reliability required. We would expect all reports to demonstrate these features	<p>Demonstrates understanding of the nature of SpLD - especially role of cognitive processing</p> <ul style="list-style-type: none"> Links between ability and attainment made appropriately Correct interpretation of scores in relation to average Confidence intervals used to inform analysis Useful analysis of skills and strategies Appropriate for purpose Appropriate range of tests chosen Clear, jargon-free writing – especially in summary and conclusion Appropriate recommendations, clearly linked to assessment findings 	<p>Anything beyond a very small number of errors at level 2 would require serious consideration for rejection</p> <p>A significant weakness in only one area could prompt rejection</p> <p>Feedback to be provided on identified weaknesses</p>
Level 3 – areas where the key purpose and function of the report are not compromised but where improvement would be desirable	<ul style="list-style-type: none"> Accuracy of spelling, grammar etc. Appropriate presentation and format, including relevant details to explain report features (test editions, explanation of scores etc.) Accessibility of language 	<p>Errors at level 3 would usually prompt recommendations for future practice but clearly, if the degree of the error were severe, rejection would remain an option.</p>

See also the latest guidance from SASC (October 2015) on the Diagnostic Assessment Report Proforma at www.sasc.org.uk

Q. I obtained my postgraduate assessment qualification some while ago. Can I still apply for an APC?

A. There are routes to an APC which allow for people whose qualifications were completed some time ago and who have been undertaking diagnostic testing for some time. However all applicants should present evidence that shows that their qualifications have been updated through recent and relevant continuing professional development. See the book list at the end of the article and the next question for other CPD ideas.

Q. My test knowledge is a bit rusty; what sort of CPD should I undertake?

A. SASC has a list of approved CPD courses on their website. These courses have been validated by them as appropriate for those undertaking diagnostic assessment testing to refresh and improve their knowledge and understanding. These courses will count towards the 5 hours of required SASC approved CPD, out of the minimum 20 hours of CPD expected over the life of an Assessment Practising Certificate. Dyslexia Action has a number of courses available to assist professionals in the updating of their professional practice. See: www.dyslexiaaction.org.uk/courses-qualified-specialist-teachers-and-assessors

These include:

- The Interpretation of Assessment Findings
- Examining TOMAL2 Refresher Course
- Identifying Best Practice in Test Administration
- Exam Access Arrangements: Mentored Training in Form 8 Report Writing

Q. How much does it cost to apply for, or renew, an APC?

A. Fees for APC application and renewal are agreed at the SASC meetings and are the same across all awarding bodies. It is best to apply for your APC as soon as you are qualified (Route 1) and renew your APC on a regular basis (Renewal). Both of these routes currently cost £165. If you qualified over 5 years ago then it is now £240 to apply for an APC.

Individuals with non-accredited qualifications or seeking accreditation of prior learning can apply through Route 2. This route costs £555 and requires a significant portfolio to be submitted.

Q. Where can I find out more about applying for, or renewing, an APC?

A. Dyslexia Action provides a wealth of information for Guild Members which can assist you with your application for an APC. See: www.dyslexiaaction.org.uk/page/assessment-practising-certificate

Download the following guides from the website:

- Our regularly updated brochure: **Obtaining or Renewing an Assessment Practising Certificate**

- An example diagnostic assessment report template
- A renewal checklist
- An assessment log
- A CPD log

Attend Training Courses for an APC Submission

Dyslexia Action also offers a preparatory course for those wishing to apply for, or renew, an APC. Available as either an online course or a one-day attendance course, this training programme covers current best practice in report writing and preparation for the submission of an APC application. Details can be found on the web page.

Q. Are there any book resources that you recommend for practising assessors?

A. Yes there are a number of very good book resources that assessors should be familiar with. In particular the National Dyslexia Resource Centre has the following books on the library catalogue:

Available in Hard Copy

- Johnson, B. and G. Hagger-Johnson, (2013). Psychometric Assessment, Statistics and Report Writing: an introduction for psychologists, teachers and health professionals, Pearson Assessment, London.
- Jones, A. and K. Kindersley, (2013) Dyslexia Assessing and Reporting: The Patoss Guide, Hodder, London
- Reid, G., Elbheri, G. and J.Everatt (2016) Assessing Children with Specific Learning Difficulties: A Teacher's Practical Guide, NASEN/Routledge, Oxon. (See the Book Review on this guide in this issue. Ed).

Available as Electronic-Books directly from the catalogue

Adams, Wayne and Reynolds, Cecil R. (2009). Essentials of WRAML2 and TOMAL-2 assessment. Hoboken, N.J. : Chichester: Wiley.

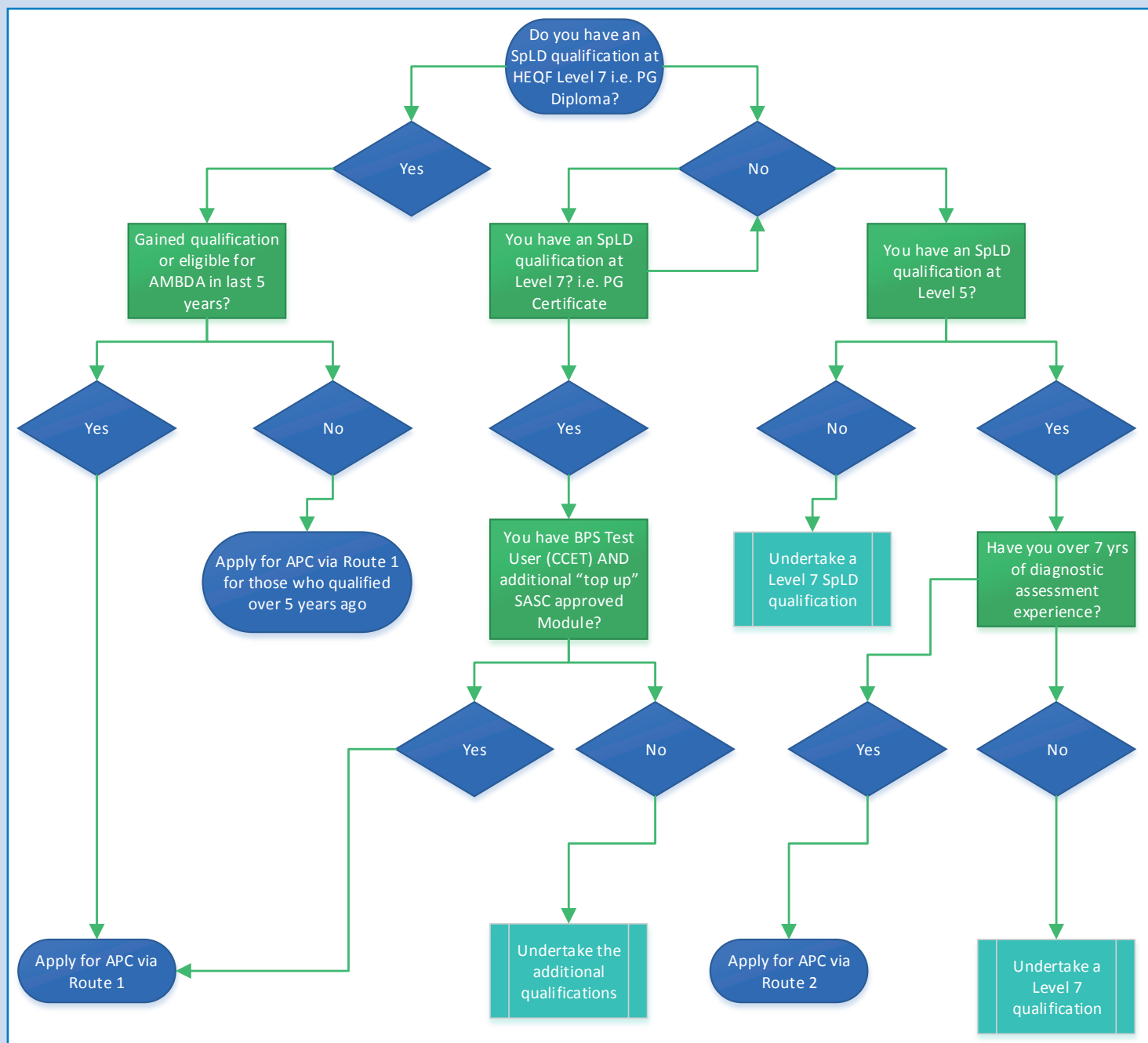
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The Qualifications Route to Obtaining an Assessment Practising Certificate



Exam Access Arrangements

Exam Access Arrangements for qualified professionals online course

- Review the latest JCQ Regulations
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Exam Access Arrangements for support staff online course

- This course provides a journey through the legislative context, the whole school approach and roles and timings critical to the Exams Access process
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- This course is open to those who are currently employed as a teacher or teaching assistant

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Do you access the Guild Members Forum area?

- The Exam Access Arrangements forum is available for members to post questions and comments about EAA and related topics. This forum is moderated by Dineke Austin.
- Assessment and APC forum - members are welcome to post questions and comments related to the Assessment Practising Certificate and Dyslexia/SpLD Assessments. This forum is moderated by Dr Anna Smith.
- The General discussion forum is available for other Member queries.

To log on visit:
<https://training.dyslexiaaction.org.uk/forum>

Dyslexia-friendly, book-related activities

Alison Keeley, Southern Region Manager for Dyslexia Action reviews the options for making text accessible to all learners and especially those with literacy or dyslexia difficulties.



A dyslexic profile can mean that reading and writing are a challenge. Those who find these two essential skills difficult often lack confidence in using them as tools for learning. Offering a range of ways to access texts and the information they hold can go some way to supporting learners who see text as a barrier to learning.

The suggestions outlined in this article are suitable for learners with a dyslexic profile but they will also make texts more accessible to all learners. There is no single approach which will work for all learners and individual learners are likely to have their own preferences so experimentation with a variety of strategies is strongly advised. The ideas and suggestions in this article are designed to be highly flexible and adaptable. If you can see a way to change an idea or suggestion that, in light of your knowledge of your learners, will create a more meaningful or effective activity then please feel free to do so.

Sharing text in different ways

Many different options present themselves when introducing a text to a learner or group of learners. The strategies may not be familiar to your learners so some learners may need encouragement to experiment with experiencing text in different ways. You may even meet resistance from other educators as there are still those who believe that accessing information, without using the original text itself, in some way takes away from the experience. If we want to ensure that texts are accessible to all learners then surely introducing a variety of ways in which to share the text should be embraced as a necessity. If a learner is likely to have only limited interaction with

a text when presented with it in a traditional format then any method of presenting the information which increases the level of engagement and understanding should be encouraged rather than derided. Familiarity with a text, even if it comes through a non-traditional format is likely to increase a learner's confidence with that text and may ultimately mean that they feel that they are able to engage with the text in its traditional format. This is not the aim of these strategies but it could be another reason for adopting any or all of the approaches suggested below.

Audio books

It is widely accepted that reading to young children helps them to become readers but why should this practice cease so early in our lives? Listening to a book being read aloud allows the reader to interpret and understand the text in the same way that they would if they were reading text from the page. When listening to a text a reader encounters the same new vocabulary, meets the same characters and becomes aware of the same events as any other reader; however they are doing so without needing to decode the printed marks on the page, instantly making the text more accessible to them.

Audio books have many benefits over written text. A book can be listened to in a wide range of situations - including some, for example while driving or whilst doing the washing up, which would not be appropriate or possible for a reader of a physical copy of the book. Audio books also offer flexibility regarding speed as there are often options on an audio book device to select the speed at which the text is read. When a reader is reading using an audio book it is not visible to others that the reader

is reading in the same way that it is when a physical book is being used. For some learners this can be used as a way of increasing engagement with the reading. A reader who may not want to be seen reading can read in secret - passers-by may well assume that the reader is listening to music when in fact they are reading in stealth mode!

Adaptations for film and television

Great works of fiction will always lend themselves to being turned into films or television and this can be another route through which engagement with a text can be achieved. Using a version which is watched rather than read could mean that even the most reluctant readers will be able to access the text and therefore discuss plot developments and character traits in a way that they would never have achieved if only given access to the text in a traditional format. An amount of caution should be applied when using a text which has been adapted for the screen as it is important to be aware of any changes which have been made to the story so careful selection is vital. If necessary differences between text and screen versions can be communicated with learners. The reasons for these changes may well provide an opportunity for further discussion regarding the text.

Graphic novels

Jane Austen, Charles Dickens and Shakespeare along with many others have had their works re-created in graphic novel format. Graphic novels offer a vibrant and fast paced route to understanding the key events of a story and often when works are published in this way extra information about elements of the text such as the author, the period in which the

story was written or the characters are included using accessible formats. Learners who have not had previous experience of reading in this way may initially need support to understand how to read the text. Reading complex illustrations which show how key elements of the plot progress and understanding how they convey meaning can be challenging. Confusion can even come when working out the direction in which to interpret the text if this is the first time a learner has met with this style of text, so gradual introduction may be needed if this strategy is to prove successful.

Shortened versions

Reluctant readers can be completely put off by the length of a text. Shortened versions of texts offer a quicker route to understanding the story and are less formidable. They can generally be trusted to include all key plot points and generally use vocabulary which resonates with the original. A comparison of the way in which an event is presented in the

original text and the shortened version is likely to illuminate some interesting decisions on the part of both the authors concerned.

Fortunately many classic texts have been re-written as a shorter text and in some cases modernised. The key is to select a version which achieves the balance between including enough of the original text to remain true to the story but at the same time creates a more accessible version. There are many such texts available and they are often published as a series or set. This means that if you find one text you consider to be suitable you may find many other texts which are of a similar high quality. Some of these publishers even take into account the challenges faced by those with a dyslexic profile and create dyslexia-friendly versions with clearly spaced print and thicker pages which reduce shadowing.

The suggestions included here are not exhaustive. You may have other strategies that you use to share texts with readers who find reading

challenging and if this is the case it would be really lovely to hear from you. The Dyslexia Action website www.dyslexiaaction.org.uk has information regarding different types of e-readers as part of its 'Tech Thursday' feature. The monthly Dyslexia Action book blog has, amongst other titles, featured a range of versions of classics in a variety of accessible formats.

Remember, accessing the text is the key; finding a way for a learner to access a text in a way which is appropriate for them will only deepen their understanding of that text and increase their confidence as a reader, all of which are positive outcomes. Introducing your learners to new ways of reading and ensuring that they know that all reading methods are valid will surely mean that your learners are more confident, more engaged and are enjoying reading.

Contact Alison at:
akeeley@dyslexiaaction.org.uk



Going it alone – tips about working for yourself

Jan Beechey provides some useful notes for those considering setting up their own business.

The advantages of running your own business are obvious, reaping the rewards of your own hard work, flexibility of hours to fit around other commitments, choosing the type of work you do and making your own decisions, as well as deciding what to pay yourself feature high on the list. However, before you make that leap, what else do you need to consider?

You will for example no longer have the safety net of a large organisation and the support of colleagues and so there will be no employer benefits such as paid holidays, sick pay and an employer pension scheme. The buck stops with you and any decisions are made without advice or support from colleagues. As a self-employed person you will need to build up a list of clients. Consider your target market and where they are based. Unsocial hours may be dictated by your customers and seasonal fluctuations (such as school terms and holidays) may also affect your target market.

You may no longer have a regular income stream and will need to consider how lonely it will be and whether you will be able to cope with the physical and emotional impacts of isolation. Consider types of self-employment such as franchises or co-operatives which provide you with start-up information and support. Joining a professional organisation such as the Guild can also help with opportunities to network at events such as the Guild Conference.

Finance Matters

Setting the right price for your market is critical; review your competitors and work out the cost of your time and resources you need. Make sure you get up to speed with legislation or regulatory requirements such as:

- VAT, National Insurance and PAYE
- Indemnity insurance
- Hidden costs such as travel or bought-in services such as accountancy

HM Revenue & Customs (HMRC) www.hmrc.gov.uk can help you with financial matters and have a useful Ready Reckoner which helps you work out how much money to set aside for Tax/NI contributions and mobile apps to help with your record keeping. They also have videos on YouTube: www.youtube.com/user/HMRCgovuk

Personal Attributes

There are no hard and fast rules about being successful in business. Try to take the time to invest in your own training and current awareness. It also helps if you have:

- Sound business sense and are confident in selling yourself and your services
- Flexibility to adapt to market needs
- The wherewithal to buy your own materials, equipment and sundries

Useful sources of advice:

www.GOV.UK – This government website is the main source for getting started in setting up your own business or finding out about the different types of self-employment. Sole traders have to keep a close record of all their income and expenses and fill out an HMRC self-assessment form at the end of the tax year. Setting up as a limited company can be beneficial from a tax point of view but would lead to increased set-up, administrative and accounting costs. Many self-employed people start off as sole traders but as their business increases and their documentation becomes more complicated move to becoming limited companies.

The GOV.UK website contains Business Support Helplines which can answer quick or in- depth questions on running your own business. There is also advice on business finance, funding and support.

It also has information on the Disclosure and Barring Service (DBS). If you are currently employed and your employer has requested a DBS for you, if you wish to make this certificate portable you can subscribe to the DBS update service using your application reference number or within 19 days of the certificate being issued. The annual charge for this is £13 and is payable at the time of subscribing.

Making the certificate portable does have its benefits. It means that:

- It saves you time and money.
- One DBS Certificate is all you may ever need.
- You can take your DBS Certificate from role to role within the same workforce.
- You are in control of your DBS Certificate and can get ahead of the rest and apply for jobs DBS pre-checked.

For further information: www.gov.uk/government/publications/dbs-update-service-applicant-guide

Obituary for Barbara Foster

Margaret Rooms and Liz Brooks remember one of the founding members of the Dyslexia Institute.

If you knew Barbara, you would never forget her. She was one of those special people who occasionally come into your life and make a lasting impact. She was my trainer on the Dyslexia Institute (now Dyslexia Action) Diploma course, she was my mentor, and she was my friend.

When I first met Barbara on the course, I was, frankly, terrified of her! Nothing escaped her when she observed you on teaching practice. A colleague spent many hours making a word game, and was so pleased with it that she even laminated it. When she proudly brought it out for the lesson, Barbara took one look and said, 'Well you aren't going to use that are you dear?' 'Of course not' came the sheepish reply as the game went back into the bag, never to be seen again. But oh how wonderful it was to be praised! To know that somehow you had accidentally reached the impossibly high standard that raised teaching to an art form. Then you basked in the glow of approval – until the next time.

Although that course was thirty-two years ago, I recall the power of Barbara's teaching even now. If I close my eyes, I can hear:

- If the wooden alphabet is still on the table after 5 minutes then it is out too long.
- My English teacher would turn in her grave if she knew that dreadful girl, who couldn't spell for toffee, was daring to tell teachers how to teach spelling!
- We want to have a dyslexia specialist teacher in every school.

And my favourite:

- All teachers secretly want to run stationery shops. (Think about it!)

Barbara was one of that elite group of pioneers whose work in the dyslexia field was more of a calling than a job. She kept in touch with the teachers she trained and supported them as they began to make a difference within their own communities. She inspired, encouraged, supported and commiserated in equal measure with the ups and downs of teaching in an often hostile environment. It is so easy to forget how hard it was to be dyslexic in the UK thirty years ago. There was no free technology or extra time in exams then, let alone teachers who understood. It was people like Barbara who were determined to make a difference, teacher by teacher, student by student until head teachers and government ministers noticed the difference. I thank you Barbara.

Margaret Rooms is Head of Units of Sound Development at Dyslexia Action

Barbara Foster led the way in Dyslexia Institute teaching from 1973 until 1991. She was recruited to teach for the Dyslexia Institute, shortly after it was formed in 1972 and worked with Kathleen Hickey, learning from her and helping her to further develop the Multisensory Language Training Course that later transformed into the Dyslexia Institute Literacy Programme (DILP).

I trained with Barbara Foster in 1981 and it was a revelation to receive the excellent theory and practice which gave me a much more rounded approach to teaching. It was Barbara's supervision of the teaching practice, which took place during the day, which I found enormously helpful. She understood how far to support and how much to stand back in order to make the pupil an independent learner. Barbara was instrumental in training teachers through Local Education Authorities and also trained teachers overseas in the Caribbean.

Barbara had a good sense of humour and a creative streak. She came up with the idea of the Rite to Rede Orcshun in aid of the Dyslexia Institute. Roald Dahl was tickled by the spelling and wrote *The Vicar of Nibbleswicke*, illustrated by Quentin Blake, for the Institute and with rights to all sales from the 1990 Orcshun, being donated to the organisation.

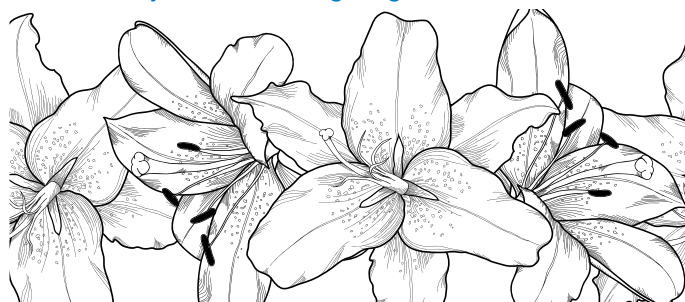
Barbara was Centre Principal in Staines (later moved to Egham) and eventually Deputy Director. She was always willing to tackle a new role and give all possible support to pupils, parents and staff alike. When she retired, she became a trustee of the Dyslexia Institute Bursary Fund and continued to evaluate applications for the fund until her retirement. She also requested that on her death donations should be given in support of that work.

Barbara has left a wonderful legacy as a teacher, trainer and dear friend. She died on 7th July 2015 aged 81; she will be sorely missed but those who knew her will smile at her memory.

Liz Brooks CBE retired as Executive Director of The Dyslexia Institute in 2000.

Donations for the Dyslexia Action Learning Fund may be sent to the Head Office at Egham.

See: www.dyslexiaaction.org.uk/get-involved



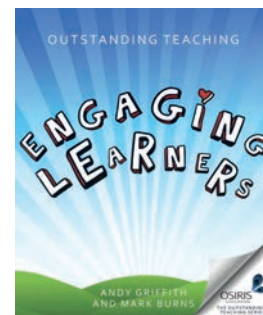
Book Reviews

Outstanding Teaching: Engaging Learners Book Review

Bancyfelin: Crown House. ISBN-13: 9781845907976 £14.24 pbk;

Kindle: ASIN: B009OIA914 £14.99

Reviewed by **Margaret Barr**, Education Tutor, Dyslexia Action.



“Outstanding Teaching, Engaging Learners” is an accessible book, written in quite an informal style and with an encouraging tone. The authors put forward the concept of ‘flow’ as being the way to engage learners. This is defined in the first chapter as ‘being completely involved in an activity for its own sake: “Your whole being is involved and you are using your skills to the utmost”’. They describe the six foundations of ‘flow’ as:

- Tasks are appropriately challenging
- Teacher input is minimal
- Students must have the necessary learning skills
- Goals are clear and worthwhile
- Tasks are intrinsically motivating

The reader is directed to the chapters, which cover these concepts.

The rest of the book describes the teaching methods needed to achieve high levels of student engagement and gives numerous examples of activities to support them. Real life observations that the authors have made of teachers using these methods, allows the reader to more fully understand what can be done.

One of the main themes of the book is that teacher input should be minimal and much of the learning should be collaborative. The authors not only give guidance as to how a collaborative lesson should be organised but they also make it clear that time should be spent at the beginning of an academic year where the teacher lays down some ‘ground-rules’. They call this stage, ‘contain’ and it ‘establishes positive norms that the teacher wants to see in his or her classroom’. These will ‘grow and become embedded over time’. This will probably be the time where teacher input is at its highest; standards of behaviour, such as turn taking, are established and also strategies which can be referred to time and time again. An example is a class mantra such as:

Teacher: Mistakes are what?

Class: Our friends.

Teacher: Because.....?

The activities which allow for collaborative learning are described in detail and the rationale behind them is made clear. For example, students often need a lot of repetitive practice before a piece of learning is automatic. The Learning Grid gives plenty of opportunities for this to be done in a ‘disguised’ way and thus preventing the task from becoming dull and non-engaging. When discussing the Learning Grids, and other activities the authors show how they can be differentiated.

I have read this book, not as a practising classroom teacher but as a CPD course developer and trainer for Dyslexia Action. Learners with dyslexia and co-occurring difficulties often have problems with concentration and can all too easily become disengaged. ‘Learned helplessness’ is quite common. In many ways this is a similar approach to teaching to the one we advocate for the participants on our courses.

We would wish for learners with dyslexia to be in classroom where collaborative learning is taking place and where students feel that they can meet challenges (at the appropriate level) and take risks and receive positive and immediate feedback from teachers and peers. Opportunities for over-learning and the kind of repetitive practice that such activities as the Learning Grid can provide are essential for learners with dyslexia. We already use some of the activities described in the book and it is good to have so many more good examples.

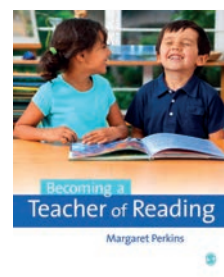
This title is also available through the National Dyslexia Resource Centre, (Library) as part of your Guild member benefits.

Reader Offer

To purchase a copy of Outstanding Teaching: Engaging Learners by Andy Griffith and Mark Burns ISBN 9781845907976 RRP £16.99 and receive a 10% discount visit www.crownhouse.co.uk quoting promotional code: Dyslexia
The offer runs to the 31 Dec 2015.

Perkins, Margaret. (2015). *Becoming a Teacher of Reading*. London: Sage. ISBN 9781446273135 ISBN 9781446273142 (pbk)

Reviewed by **Margaret Barr**, Dyslexia Action CPD tutor.



Margaret Perkins is an experienced primary school teacher who at present is managing the Primary School Direct Programme at the University of Reading. She also teaches English specialists on the undergraduate course.

In the preface Perkins says that the book is not a collection of tips and ideas for teaching children how to read but is about becoming a teacher who has a deep understanding of what they are teaching and wants to enthuse and inspire children to become readers. She also emphasises the political nature of the teaching of reading. Hardly any topic in education has received so much attention. In these circumstances teachers need to make decisions based on their professional knowledge and experience of teaching methods and of the needs of the children. They should take the best on offer and filter out what doesn't work. In order to help teachers make these decisions and also to inspire their pupils, Perkins has written a straightforward text, which engages the reader and finds a balance between theory and practice.

The first part of the book deals with the reading process and about what a teacher needs to know and understand in order to be effective. This includes a clear account of models and theories of reading. The influence of theory on educational practice is alluded to, for example the well-known divisions between the whole language approach and the emphasis on phonics. Perkins's view is that teachers should have a sound knowledge of all the theories and be able to see the pros and cons of each. This is especially important when political decisions on policy tend not to come from an awareness of all theoretical positions.

Having looked at theory Perkins goes on to discuss how important she believes it is for teachers to think about their own reading and what it means to be a reader. She devotes two chapters to this. She reflects at length on her own love of reading and an understanding of what kind of reader she is. She then suggests that teachers should create a reading autobiography. This allows them to think about the reading process from a personal angle and the underlying theme is the importance of reading for pleasure, which is then passed on to the children. Perkins acknowledges that not all readers will share her passion but they can develop their thinking if they take two things into account. It is important not to have too narrow a concept of what being a reader means as reading encompasses a variety of texts. Reading for pleasure isn't restricted to fiction.

Perkins emphasises that teachers should have an in depth knowledge of children's books. This might seem to be an obvious prerequisite but according to the author this knowledge is often limited. She goes through the reasons why this might be the case and offers comprehensive advice on how to become more familiar with a wide range of books.

The teaching of phonics has long been a matter of controversy and is now back under the spotlight as many schools are committed to teaching phonics to some extent. Perkins gives a comprehensive explanation of systematic synthetic phonics. She believes that phonics are necessary but also shares some of the concerns of many teachers that phonics should only be a short and discrete part of a lesson and should not dominate the experience of learning to read. One of the most controversial aspects of the present government's policy is the Phonics Check List. Perkins discusses the pros and cons and is sympathetic to teachers' concerns. It would be interesting to know her views on the extent to which synthetic phonics has made a difference to those with reading difficulties such as dyslexia.

Perkins believes that comprehension is central to what it means to be a reader. She says that comprehension is about relationships and engagement and that it is interactive and reciprocal. She makes the point that comprehension isn't restricted by ability in decoding skills. Understanding can come through listening to texts and from accompanying pictures. She emphasises the importance of talking and sharing experiences of reading. She gives examples of open questions and discusses their value. This is a vital aspect of good dialogic teaching. She feels that reading aloud by the teacher is something that is not done enough. This is not only an enjoyable experience but children also learn about the nature of print, create pictures in their imagination and draw on their cultural capital.

The second part of the book gives practical advice about teaching strategies and ways to assess reading. The latter is difficult to measure with one fixed summative assessment. Perkins believes that assessment should be about what is needed for readers in the twenty first century.

Perkins doesn't try to give extended advice about reading difficulties. Her chapter on supporting individuals offers an introduction only. However, "Becoming a Teacher of Reading" will give much valuable background knowledge for anyone doing a CPD or PG course in order to support those who struggle.

Reader Offer

20% off with discount code UK15AF38 to readers. Order online at www.sagepub.co.uk enter code at checkout. Offer expires 30/06/2016 and cannot be used in conjunction with another offer

Reid, Gavin., Elbeheri, Gad., and Everatt, John. (2016). *Assessing Children with Specific Learning Difficulties: A teacher's practical guide*. Abingdon: Routledge. ISBN:9780415597593 (hbk), 9780415670272 (pbk), 9781315693873 (ebk)

Reviewed by Jan Beechey, Guild Administrator and Librarian at Dyslexia Action

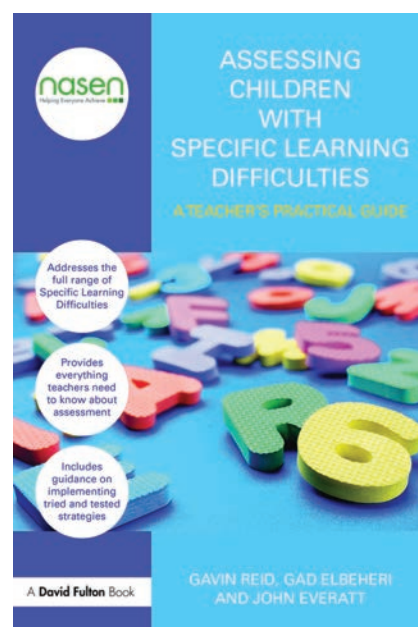
The authors of this publication are well known for producing respected titles in the Specific Learning Difficulty (SpLD) subject field and this is another in their publishing stable. The book is aimed at non-specialist teachers but the "SpLD in Context" chapter would be a really good introduction to enable teaching assistants to understand what is going on with SpLD pupils in the classroom. There is good advice about inclusion practices and all Head Teachers should read the chapter entitled "The Assessment Process" which discusses providing teachers with opportunities to become reflective practitioners. The authors emphasis that the identification of dyslexia and how to teach dyslexic children should be a whole-school responsibility and not just that of specialists and I liked the fact that they mentioned the importance of cultural factors. "The dip in performance in some bilingual children in later primary school might be explained by a failure of professionals to understand and appreciate the cultural values and the actual level of competence in thinking skills", is certainly food for thought.

There is some overview of types of test, static, dynamic, and the book states "assessment of dyslexia and, indeed, the other SpLDs is a process that involves more than using a test." After this the following chapters cover teacher assessment in the areas of literacy, and movement, and the forms of assessment such as curriculum-based assessment, screening, plus guidelines for teachers about which professionals should carry out a comprehensive full diagnostic assessment. There is a chapter on numeracy and mathematics learning difficulties and there is a good overview of many of the tests and screeners with some history of their development. The authors point out that "although tests have been developed to assess mathematics learning skills quite comprehensively, no formal diagnostic tools specifically targeting dyscalculia/MLD have been agreed". Behavioural problems are also discussed, specifically Attention Deficit Hyperactivity Disorder (ADHD) and emotional and behavioural disorders (EBD) and the importance of focussing on the presenting behaviour that accounts for the difficulties rather than on the labels.

Chapter 7 examines "Assessment and the Role of the Educational Psychologist". The controversy over the use of intelligence tests is discussed with a good overview of the arguments. The chapter touches upon a number of issues that have a direct impact on current working practices

in relation to the professional, special needs and specific difficulties. Other chapters discuss self-esteem, motivation, emotional needs, identifying and utilising learning styles.

Those working with adults will find the higher education and the workplace chapter useful with some useful statistics regarding the number of dyslexic student populations.

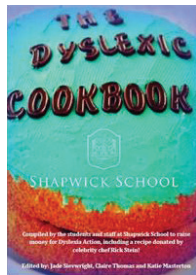


However, I do have a couple of issues with some misinformation in the book that implies that only teachers registered with a certain organisation can undertake examination accommodations (this is incorrect) and no mention of The SpLD Assessment Standards Committee (SASC). There seems to be some misconception that PATOSS are the regulatory body for Assessment Practising Certificates (APC), they are not, this is SASC. They also list a range of tests under a subheading "tests that can be accessed by teachers/specialist teachers" but I was most alarmed to see the WIAT-II UK for teachers listed here, as the publisher Pearson insist on qualified teaching status and a further postgraduate qualification in SEN i.e. Postgraduate Diploma or Masters. This qualification would need to be in SEN, SpLD or a relevant field to both purchase and to use the test. It would have been better to separate the list of tests into those that can be used by teachers and those that can be used by qualified specialist teachers.

Overall this is an informative book, specialist teachers can recommend it to colleagues for a better understanding of SpLD and how interventions might work in an educational setting.

The Dyslexia Cookbook

Print and digital copy: £14.40; Digital only copy £5.00



Shapwick school's motto is 'The same roads by different steps'. Shapwick provides specialist dyslexic teaching in an environment where children with dyslexia feel the same as everyone else. As a result pupils' self-esteem and confidence grows. They feel happy, fulfilled, confident and most importantly of all they are given the same opportunities as children who do not have dyslexia. Shapwick aims to

produce socially aware and responsible young people who are fully prepared for further education, higher education or employment, are well placed to take their place in society and have the skills to play a full role.

The Dyslexia Cookbook idea came from Jade Sievwright who grew up in Australia and now studies at Shapwick School. Jade has dyslexia and first went to a Steiner Primary School which helped her considerably but then found that she struggled in Australian secondary school. Since arriving in the UK and joining Shapwick School, her

confidence has soared. Jade came up with the idea of a dyslexic cookbook to raise awareness, help other children at school to learn to cook and raise funds for Dyslexia Action to help others with dyslexia.

The Dyslexia Cookbook features recipes from friends and family as well as a special recipe donated by celebrity chef, Rick Stein. The book is divided into 4 sections: Soups, Smoothies and Sides; Main meals; Vegetarian Dishes and Bakes, Cakes and Puddings. The Dyslexia Cookbook is available in print format or as a digital copy and can be ordered from:

www.shapwickschool.com/cookbook



The Dyslexia Cookbook has recipes from Australia, South Africa, France, Italy, Scotland, Indonesia, America, Russia, Montenegro, Barbados and Guernsey.



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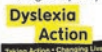
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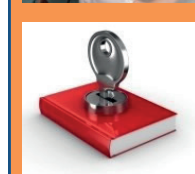
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www.crested.org.uk

Council for the Registration of Schools Teaching Dyslexic pupils

Gives parents choice.

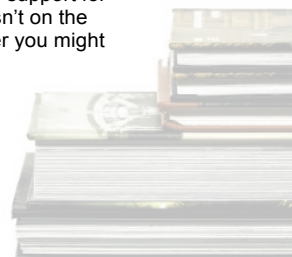
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If a school offering support for SpLD (Dyslexia) isn't on the **CReSTeD** Register you might want to ask – **Why not?**

All the information you need can be found on our website:

www.crested.org.uk



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Council for the Registration of Schools Teaching Dyslexic Pupils

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www.dyslexiaaction.org.uk/educator-training



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- Assistive Technologies

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These are made up of 3 online Units. Courses on offer include:

Level 4 CPD Award in Perspectives on Dyslexia (DAAWD51)

- **Unit 1:** Dyslexia and Co-occurring Difficulties
- **Unit 2:** Dyslexia: Supporting Individuals with Memory Weaknesses
- **Unit 3:** Structured, Cumulative Multisensory Tuition for Learners with Dyslexia

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Unit courses are accredited by:

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www.cpdstandards.com



Book now for courses starting in November, January, March, May and September
www.dyslexiaaction.org.uk/educator-training

Postgraduate Certificate and Diploma Programmes in Dyslexia and Literacy

This well-respected programme is designed for specialist classroom teachers and support tutors. The online 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 flexible and is undertaken part-time.

All modules are accredited by Middlesex University London, and provide a progression pathway to a Master's in Professional Practice. Courses are also accredited by the BDA (ATS and AMBDA) and SASC for the Assessment Practising Certificate.

Join the Dyslexia Guild

The Dyslexia Guild is open to all individuals with a professional interest in dyslexia and literacy difficulties. The Guild aims to promote discussion, information and research, as well as keeping members informed of developments in the field. Benefits include our journal the Dyslexia Review, an online library, a forum to discuss professional matters, access to free webinars and discounted attendance at Dyslexia Action's annual conference.

Visit: www.dyslexiaaction.org.uk/membership-dyslexia-guild

Email: guild@dyslexiaaction.org.uk **Tel:** 01784 222342

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DALP has been developed over the past three years by the Postgraduate Tutor Team at Dyslexia Action and in response to the need for a literacy training programme that, through individual placement identification, provides a flexible pathway to accommodate each learner's literacy profile
www.dyslexiaaction.org.uk/page/dalp

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Further Information

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Every child deserves the opportunity to learn



Dyslexia Action

Taking Action • Changing Lives

Having the right support available for children with dyslexia and literacy difficulties is crucial for their future development.

Throughout Great Britain, Dyslexia Action's Learning Centres offer vital support, advice, teaching and training.

By leaving a gift in your Will to Dyslexia Action, children and adults with dyslexia will get the much-needed help they need, to give them a chance to reach their full potential.

Dyslexia affects over **six million** people in the UK. **Your support will change lives.**

www.dyslexiaaction.org.uk

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