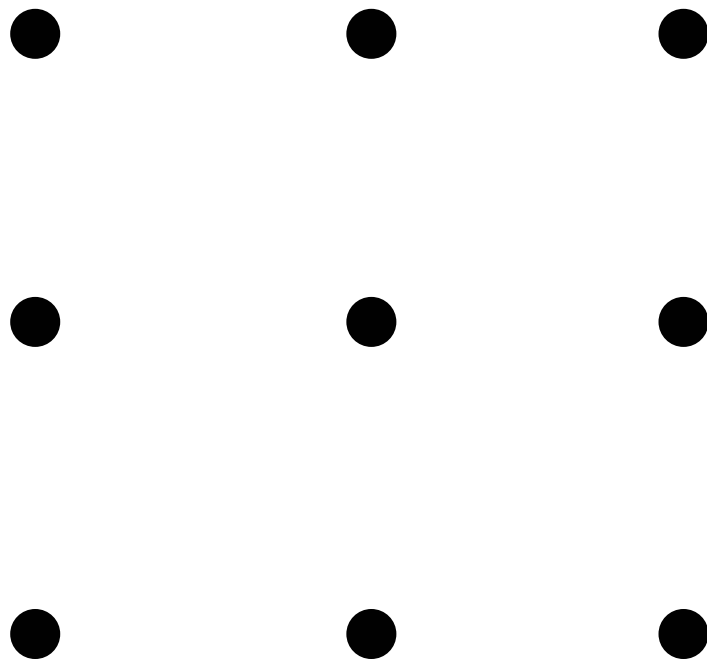


Hampshire Dyslexia Association

Summer 2010



Aim: to join all the dots.

Rules:

- use 4 straight lines
- do not lift the pen from the page.

Hampshire Dyslexia Association

The Orchard, White Hart Lane, Basingstoke, RG21 4AF

Helpline

023 8033 3345 (answerphone)

Email

help@hantsda.org.uk

Website

<http://www.hantsda.org.uk>

President: Juliet Hawkes
julietahawkes@aol.com

Tel: 01962 713114

Chair: Sue McKenna
hantsda@live.com

Tel: 0787 6277507

Hon. Treasurer: Frank McKenna
frankmckenna@tiscali.co.uk

Tel: 0787 6753432

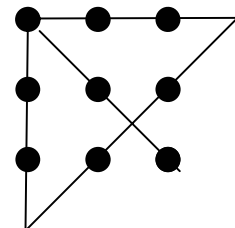
Committee:

Edwina Cole
Jane Gaudie
Jacky Gurney
Barbara Lowe
Terri Mayes

The HDA Newsletter can include flyers promoting events, goods and services related to dyslexia. Please email Jane Gaudie [janegaudie@hotmail.com] for further information.

This Newsletter is available in alternative formats. Please contact HDA for details.

Front cover: Thinking 'outside the box'. Puzzle solution:



Registered charity Number 265062. Affiliate of the British Dyslexia Association, assisted by Hampshire County Council.

Views expressed by the author of any article in this newsletter are their own and do not necessarily represent those of the HDA. The HDA does not endorse the methods, materials or institutions included in the newsletter.

May 2010.

Dear members and friends of Hampshire Dyslexia Association,

Date for the Diary: Wednesday June 16th at 7pm at Chiltern Tutorial School for our **Annual General Meeting**. We have decided on a different formula this year. Our speaker will open the meeting at 7pm prompt. We shall break for our now customary HDA cakes and tea and the AGM will follow at 8.15pm. I do hope you can make it.

You may receive this newsletter and papers for AGM without the usual Contact magazine from the BDA. This is because changes are taking place concerning the mail out of this magazine so an apology if it arrives a little later.

I feel that is the theme of the moment: Change.

What will the new government bring about?

How will the **changes in membership and management at the British Dyslexia Association** affect us as members of a Local Association? This will be discussed at our next committee meeting. I shall write about that on the website and we will also include it on the AGM Agenda.



Independent Safeguarding Authority



There are **changes coming into place from the Independent Safeguarding Authority (ISA)** regarding the CRB procedures. The future process will require those working with children to apply to be registered with the ISA and obtain an ISA registration number. This will be needed beginning in November 2010. We will do our research and let you have that information so that you can begin the process as soon as possible.

I look forward to meeting you at the AGM or hearing from you. Do get in touch with me or any committee members about issues you think are important. The AGM is your opportunity to join the committee and help to support the Association, in whatever way you can. Many hands make light work! Nomination forms are enclosed.

Kind regards,

Sue McKenna.

Chair, Hampshire Dyslexia Association. hantsda@live.com Tel: 0787 6277507

Music and Dyslexia.



In February this year, I was asked to judge the annual Music Competition at Stanbridge Earls School in Romsey, Hampshire. I was delighted to do this because I knew that the competitors would range from those who were just starting out on a musical career to those who were preparing for public

examination at a very high level. This is all the more remarkable since all the competitors have learning difficulties and the great majority of them are dyslexics.

When the school was founded in 1952 by a charitable trust, it was initially to focus on music, drama and the arts, and interestingly it continues to foster these subjects with enviable success. There is a feeling in some quarters that dyslexic students might find these areas difficult to manage, but the fact is that many of them are uniquely gifted and talented and find that creativity is a natural outlet for the difficulties they experience with literacy and other more formalized learning situations.

In 1997 Thomas West stated that creativity may be fundamental to the dyslexic brain, and Ron Davis, in his work, refers to 'the gift of dyslexia' which suggests there are some positive aspects to this specific learning difficulty, and that **some dyslexics show a particular musical sensitivity**. This is certainly borne out by my own experience, as I have been privileged to share in a variety of musical performances, which have been thrilling, breathtaking and sometimes quite astonishing in their level of expertise.

In more recent years, **music is increasingly understood to be an essential ingredient in the teaching of literacy skills in primary school**. Indeed, music is a legal requirement of the National Curriculum from key stages 1 – 3 in England and government money is provided to allow free music tuition for every primary school child for a year. Lord Adonis has even said that he wants every child to have the opportunity to learn an instrument by 2011. Music, of course, affords great scope for a multi – sensory approach, and there is a belief that music education can benefit dyslexics because it helps

them to focus on auditory and timing skills. In addition to this, it has long been recognized that working with rhythm may also help with early language development. There is little doubt that some dyslexic students have a natural ability in music, but it is also true that considerable talent can be continually frustrated because of problems with vision, slow processing and coordination. However, with perseverance, music can be a lifesaver and even become a way of life.

Famous dyslexic musicians include Beethoven, Cher, John Lennon, Kurt Cobain, Harry Belafonte, Mozart, Nigel Kennedy and Toyah Willcox.



This quote from Cher may strike a chord!

“Almost everything I learned, I had to learn by listening. My report cards always said that I was not living up to my potential.”



What a huge boost to self-esteem it must be for a student to be able to play an instrument, to hold an audience enthralled whilst they sing, or to simply appreciate music and benefit from all it has to offer!



Teachers, too, enjoy teaching their dyslexic pupils and regard it as an enjoyable challenge as they seek to find innovative ways to inspire their pupils. As with other subjects, at some point, students have to submit to examinations, so it is pleasing to know that **the Music Publishers Association allows music to**

be photocopied for the purpose of helping the dyslexic musician.



This important concession means that the glare of white paper with black print on it can be avoided by copying onto coloured paper. Students can then not only select the colour of choice, but also increase the size of the stave, which helps those with a visual difficulty. Photocopying the music also means that it can be colour coded using highlighters, another useful tool for music teachers.

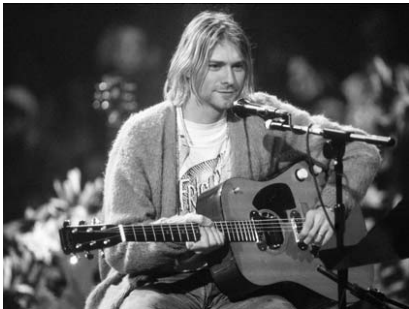


When it comes to the exams themselves, the ABRSM may allow the use of an amanuensis in the theory examination, although application for this has to be made at the time of entry and is subject to their approval. Other boards also invite teachers to

submit details of a student's learning difficulties, which can then be taken into account during the practical examinations.

All of this goes to show how important the creative arts are, and to highlight the vital role they play in the education of our dyslexic students. More recently, two books have been published on this subject, along with articles in the 2009/10 Dyslexia Handbook and on various websites. I have detailed these at the end.

The last word, however, goes to a dyslexic musician who was encouraged by lead singer of Nirvana, Kurt Cobain.....



“You asked me what Kurt gave me, he gave me a very special gift. He made me feel good about myself when I looked in the mirror; he taught me it was ok to be who I really was, and that I owed no one an explanation for what and who I was. That’s one hell of a gift.” Richard Schock.

That’s why the Music Competition at Stanbridge Earls is so important. The school remains true to what it set out to do. It encourages and enables its musicians, thus opening the door to all sorts of exciting possibilities.

Edwina Cole (formerly SenCo at Stanbridge Earls School)

Further reading.

Music and Dyslexia – Opening New Doors

Ed by TR Miles and John Westcombe. Whurr Publishing

Music and Dyslexia: A positive approach

By John Westcombe, Diana Ditchfield and Tim Miles. Wiley-Blackwell Publishing

Music, Dyslexia and Language

Paula Bishop-Liebler and Katie Overy. Article published in The Dyslexia Handbook 2009/10

Music and Dyslexia: Thoughts for parents and teachers

Sheila Oglethorpe. Article published in The Dyslexia Handbook 2009/10

PATOSS Information sheet number 2

Music and Dyslexia by Janette Skeat

ABRSM website.

“Music and Dyslexia: the teaching-learning process” by Ros Carver

Silje's Survey of the HDA.

Norwegian business studies student Silje Synnøve Kristiansen approached Hampshire Dyslexia Association when she needed to research a charity as part of her course at Solent University.

Silje's aim was to gain insight into how the HDA promotes itself.

The questions in the e-mail survey were:

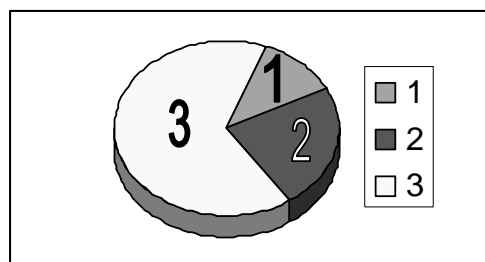
- How did you find out about the charity?
- What is your relationship with Hampshire Dyslexia Association?

How did you find out about the charity?

Approximately 20% of the respondents found out about the charity through various SpLD courses, 20% through friends, 13% through teachers, 13% from the internet, 10% through work, 10% from BDA or Dyslexia Action, 3% through the local newspaper, 3% through school and the remainder found out about the charity in other ways.

What is your relationship with Hampshire Dyslexia Association?

Approximately 40% answered that they are teachers or learning support assistants, 25% work to specifically support dyslexics (e.g. specialist dyslexia tutors / trainers / assessors). 23% have a dyslexic child, 12% are dyslexic.



1= dyslexics.

2= have a dyslexic child.

3= work includes supporting dyslexics.

Conclusion. The 30 responses Silje received are too few to treat as quantitative data, therefore, the results can only be used as a guide.

The majority of the respondents answered they had found out about the HDA through friends, work and other dyslexic contacts, which suggests that the charity's most effective promotional tool is 'word of mouth'.

65% of the respondents answered that their relationship with the HDA was in a professional capacity while 35% said that they were dyslexics themselves or had dyslexic children.

Thank you to the 30 respondents for completing the e-mail survey.

Jacky Gurney.

Microsoft Word: Dyslexia Friendly Features.



If you've been hunting for a processing package to help you, or your dyslexic child, type faster and more accurately on a computer, you might be surprised to discover that you probably already have it.

The software I'm talking about is **Microsoft WORD**. There are a lot of **dyslexia friendly features** that can help with spelling and grammar.

Read on to find out how.

Spelling Corrections.

- The best and easiest feature is to simply highlight or click anywhere within, or at the start of, a misspelled word (shown by a red wiggly line underneath) and right click. This will bring up a list of possible corrections. However, this doesn't always work for words with capital letters i.e. at the beginning of a sentence.
- You can do a spell check at the end of typing by selecting the 'Tools' menu at the top, select 'Spelling & Grammar'; this will allow you to check all the misspelled words in your document one by one.
- You can set up the Spelling & Grammar behaviour by clicking on 'Tools' menu at the top, select 'Options', select the 'Spelling & Grammar' tab. Ideally you should set this up depending on the age, severity of dyslexia and confidence of the child with dyslexia. For example, if your child has had their confidence knocked, seeing misspelled words underlined with red wiggly lines won't do much to boost their confidence, so just turn it off. On the other hand if your child is keen to get spellings right, turn it on (un-ticked) and they can click the word and replace it with the correct spelling.

Speech Recognition If you / your child have the kind of dyslexia that means he/she is very good at reading (but struggles with writing and spelling) then you can use the speech facility. The adult or child with dyslexia will have to train the computer so it becomes accustomed to their voice.

This does take time, but once done this is a very useful tool. To get started, you'll need a microphone - then go to the 'Tools' menu at the top and click on 'speech'. If you're not sure what to do, search in the help section under 'speech' or 'speech recognition'.

(Editor: I tried this facility and achieved about 75% accuracy after 30 minutes of training. I agree with Sue that you need to be a good reader to check for errors. I recommend using a good quality head microphone.)



Visual Stress If you / your child have a visual stress problem and black text on the white background causes headaches, feeling sick or the text to move in some way, this can easily be solved in Microsoft WORD by changing the background colour. To do this, select 'Format' from the menu at the top, then hover over 'background' and you'll see a selection of colours to chose from, or select 'more colours' to create your own colour.

Don't have Microsoft WORD? You might be wondering what else is available. There is a great FREE word processing package equivalent to WORD that is available Open Source – meaning that a group of talented individuals from around the world have got together and made a free package that anyone can download – it's a complete solution just like Office. To find out more about this software, how to download and use the dyslexia friendly options just go to this web page:

www.letmelearn.co.uk/opensource

**Written by Sue Kerrigan, Teacher and
owner of www.letmelearn.co.uk**

Poetry Corner for Dyslexics.



'I just want to spread the word...DYSLEXIC !'

Louise Ketcher from Basingstoke has founded 'Poetry Corner for Dyslexics' on Facebook. There are currently 141 members of the group from all over the world.

Louise states:

'I sense A MOTTO of our GROUP is **YOU'RE NOT ALONE...**(The Enemy - You're Not Alone)

1..U r NOT thick.....

2..U r NOT stupid.....

3..U R U....x..

4.. And U r not ALONE ! :)

BUT again it is better to be alone than in NEGATIVE COMPANY !'

'I was diagnosed with Dyslexia during my Nursing Training...at the age of 36. For the past 4 yearsmy focus is to understand Dyslexia....I am not good at wanting to know the Theories and the neurology of it. But, **I have learnt by humour, fun, poetry.....** I have gain more confidence in myself and able to make people listen, understand by my Poetry GroupI know my limits.....if u pressurize me.....i just STOP !...BUTI will get there in the end..... :)'

'The main reason for setting this group up...is the inspiration of dyslexic filmmaker Harvey Hubbell V. If he can change the attitude in USA.....then I can change the attitude in the United Kingdom! :)'

Alone

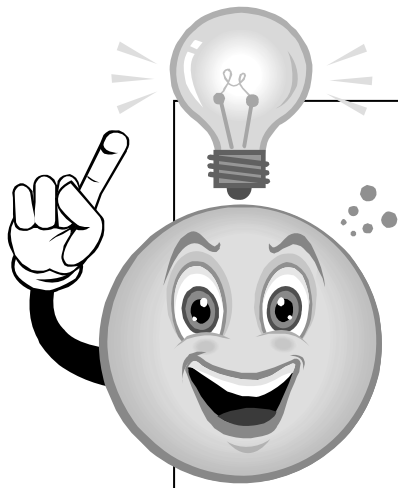
I sit on the beach of life.
My body is still and calm,
The air is warm and silent to my ears,
My mind is of a blank,
I do not want to hear....
The waiting of a response,
I show no fear....
The knowing that i can not be bothered,
To hear the sounds of the ungrateful.

The frustration of the waiting hurts inside me,
Wanting someone to love only me..
I give out my giving to those who respond,
Time after time, is it a waste or not?
In the future, only time will tell.
Those whom I love, can only tell.
The love that i give is full to the bone,
Waiting for it to return all alone..
Oh! TO BE LOVED OR TO BE ALONE....
It hurts and will hurt until i can not take anymore....

Louise Ketcher.



An assortment of ideas.



Play the game.....

Working Memory Support

Special Direct has developed a range of resources to support Working Memory in collaboration with Paediatric Occupational Therapist, Alison Harris.

Alison uses these resources to help children with working memory difficulties, "Working memory is our brains jotter pad. Children with poor working memory often find it hard to follow instructions, or to retain information which requires processing, these are both vitally important to learning."

The Jungle Walk Auditory Memory Game is a simple board game which uses sequences and listening skills for working memory training. Its friendly jungle theme engages children in the challenge.
(£17.62) <http://www.specialdirect.com>

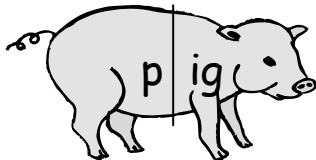


Use the CD.....

Resources to help children with reading and spelling difficulties.

The resources have been made to support a highly structured multisensory programme of work to help dyslexic pupils learn to read and write.

Make a Pig Pairs



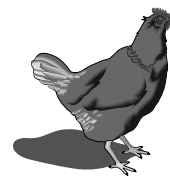
Heads and Tails

Long Vowel Rummy



scarecr--

Sight Words



When will the
hen come?

Send for a CD with over 350 items which provide support for children through games and activities.

Primary and secondary version available (£10.00 each).

<http://www.helpingdyslexia.co.uk>

Read the book.....

Sentence Trouble: A book to improve understanding and communication with young people going through the Youth Justice System.

The Communication Trust has published an attractive, accessible, well presented booklet entitled **Sentence Trouble**.

The content was developed by The Communication Trust in partnership with The Dyslexia-SpLD Trust and the Autism Education Trust. The introduction states that it is specifically aimed at those working or volunteering in Youth Offending Teams, Secure Children's Homes, Secure Training Centres and Young Offenders Institutions. It is intended to help improve understanding and communication with young people who are in the youth justice system.

There is a definition of dyslexia and autism spectrum disorders. Chapters identify different communication needs explaining how they can affect young people, how to tell if someone has communication needs, what the benefits are of better communication, how to support young people with communication needs and where to find further information.

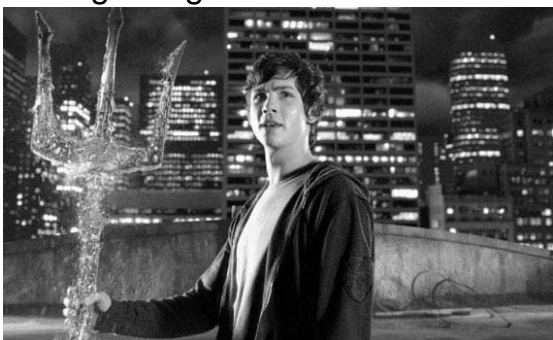
To order your free copy email enquiries@thecomunicationtrust.org.uk and for further information about The Communications Trust see <http://www.thecomunicationtrust.org.uk/>

Sue McKenna

Watch the film.....

Percy Jackson & the Olympians: The Lightning Thief (PG).

Based on the bestselling teen fiction series by Rick Riordan, it is about Percy Jackson, a teenager with dyslexia and attention hyperactivity deficit disorder who lives in New York City. He soon discovers he is the son of the Greek God Poseidon, which is why he has so much trouble reading in the human world. A lightning bolt belonging to Zeus, goes missing and he blames Percy, which means Percy and his family are in danger. His mum gets kidnapped by Hades. Percy has to go and stay at a demigod training camp. After learning how to use his powers, he goes off to clear his name, rescue his mother and find Zeus's lightning bolt.



The film has many action scenes and special effects.

"Fantastic. I'm even reading the book! It was the best film ever." Jamie, 10.

"The film was great, but nothing compared to the book. There are loads of differences that would have been better if they had stuck to the book". Kourtney, 13.

http://news.bbc.co.uk/cbbcnews/hi/newsid_8500000/newsid_8503600/8503612.stm

Book Review: A dyslexic writes. An essay on a conundrum of conundrums.

By: Al Campbell. Published by: Helen Arkell Dyslexia Centre.
<http://www.adyslexicwrites.com/>



The author invited Hampshire Dyslexia Association to the launch of his book at the Helen Arkell Dyslexia Centre last year.

Although I could not attend I get a real sense of knowing Al Campbell through reading this slim and thought provoking book. Mr Campbell did not discover he was dyslexic until he was 50 and had achieved success as a writer and copywriter so the discovery came as 'something of a surprise' he writes.

He describes the book as a long essay, about 20,000 words, and he expects that it can be read in two or three hour-long sittings. I carried it in my handbag and snatched at it on trains and buses and the underground. The lack of a content page, chapters and index does not suit my style of working. I like to know what I am going to read about and be selective and usually trawl the index so that I can go straight to what I want to read about. So I found Al's book more like reading a long letter from a friend, stopping and starting it as time permitted. He talks to you personally on the page and looking at the notes I have made there are some thought provoking points made about how it 'feels' to be dyslexic.

The book costs £5.99 plus p & p and you can buy it from Al Campbell's website. This book gives a very positive slant to dyslexia. I was recently chatting to an adult who had been told she was dyslexic when she was 22 years old and was irritated by the comparison of herself to Famous Dyslexics such as Richard Branson and Whoopie Goldberg. She said she wanted to know about 'real' people who had dyslexia and who had made a success of their life. I recommended Al Campbell's book to her: An essay on the conundrum of conundrums. I recommend it to you too.

Sue McKenna. May 2010.

(This book is available to members to borrow from our library. Please see website for further details).

Diary Dates 2010.

May		
Thursday 20th May	Microlink	Microlink Open Day, Chandler's Ford. 10.00 -17.00. An opportunity to get 'hands on' use of their latest specialist software, hardware and products. To register go to: http://www.microlinkpc.co.uk/openday.php .
Wednesday 26th May	North Hampshire Patoss	Two presentations by Rody Politt: 'Study Skills' and 'Dyslexia 1 to 1 – What Works?' 16.00 – 18.00. Costello Technology College, Crossborough Hill, Basingstoke, RG21 4AL. Certificate of Attendance for CPD available. £7.00 non members. £5.00 members. Further information from PATOSSbasingstoke@hotmail.com
June		
Tuesday 8th June	NIACE (The National Institute of Adult Continuing Education)	Dyslexia Awareness Training for Work-based Learning Practitioners: "It's about so much more than pastel paper & pretty folders" Leicester. Contact: Roger Marvin on 0116 2859661 E-mail: courses@niace.org.uk
Friday 11th June	HDA	A Day's Training for Primary School LSA/TAs – theory and practical classroom strategies to support pupils with dyslexia. 9.30 - 15.00. The Orchard, White Hart Lane, Basingstoke, RG24 7DB. Certificate of Attendance for CPD provided. £100 – Including refreshments and a light lunch. Email: hantsda@live.com Telephone: 01256 423859
Module 1: Monday 14th and Tuesday 15th June (Also 15th and 16th November) Module 2. Date to be confirmed.	Learning Works	Advanced Certificate in 'Teaching Children with Specific Learning Difficulties' led by Dr Geraldine Price. This course is designed for non-specialists. Two 4-day modules. Module 1: Understanding Specific Learning Difficulties. Module 2: Meeting the individual learning needs of pupils with Specific Learning Difficulties. Accredited full four day course - £850 + VAT. High Wycombe, Buckinghamshire. For full details and on-line booking please see: http://www.learning-works.org.uk/index.php?id=1351 tel: 01672 512914
Tuesday 15th June	BDA	Practical Solutions for Dyslexia 10.00 – 13.00. £69.00 Dealing with Dyscalculia. 14.00 – 17.00 £69.00 (£125 if booked together) for Teachers and T.A.s. Reading (Berkshire). For details and more courses see www.bdadyslexia.org.uk , or phone 0845 251 9004.
Wednesday 16th June	HDA	A Talk on 'Assessments for Dyslexia' followed by AGM. For: parents, teachers, tutors, and adults with dyslexia. 19.00 – 21.00. Chiltern Tutorial School, Otterbourne New Hall Cranbourne Drive, Otterbourne, SO21 2ET (Junction 12 M3). CPD certificates will be available. Pay at the door. Members of HDA £5.00. Non members £7.00
Wednesday 30th June	South Hampshire Patoss	A talk on: 7 SpLDs and Assessing them in the Workplace followed by the 2009/2010 AGM. Dame Judith Professional centre Sundridge Close, Cosham, PO6 3 JL. 19.30 to 21.00 Details from patosssouthhants@hotmail.co.uk or telephone Angela Higgs on 01794 323 716
July		
Wednesday 7th July	BDA	Screening for Dyslexia Course for Teachers and T. A.s. Reading (Berkshire) 9.45 – 4.30 £125.00 Contact: Paulb@bdadyslexia.org.uk or 0845 251 9004

Please contact the organisers before attending.

Hampshire Dyslexia Association

AGM & A Talk

By

Beverley Williams

on

Assessments for Dyslexia

Why Assess?

When to Assess?

Which Assessment to choose?

Wednesday June 16th 2010

7:00pm Talk 8pm Refreshments 8:15 AGM

At Chiltern Tutorial School,

Otterbourne Halls, Cranbourne Drive, Otterbourne, S021 2ET
(Junction 12 M3)

Members £5.00

Non-Members £7.00

CPD – Certificates of Attendance

Hampshire Dyslexia Association: 023 8033 3345, www.hantsda.org.uk

Chiltern Tutorial School: 0785576 6675, www.chilterntutorial.co.uk