



## Wiltshire Dyslexia Association

MAY 2022



### News and comment



### New offices in Wiltshire for Scanning Pens

Caroline Fowke writes:

I was delighted to be a guest at the opening of Scanning Pens' new offices on Friday 13<sup>th</sup> May. Andrew Murrison, MP for Southwest Wiltshire, joined Scanning Pens for the grand opening of their new Wiltshire HQ and cut the ribbon.

The award-winning assistive technology business based at the prestigious Heywood House business centre in Westbury has increased the size of its office by 5 times. The office growth is to support the company as it embarks on a recruitment drive which will see the Wiltshire headcount double during 2022.

Created in 2003 to help support those whose daily lives are impacted by their reading skills, Scanning Pens is a dedicated EdTech company supplying text-to-speech devices to people with dyslexia and low literacy. Co-founders, Jack Churchill and Toby Sutton, have led the company since its inception, growing it from just the two of them to over 100 staff in Wiltshire and Shropshire, and half a dozen other locations around the world.

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### Dyslexia Commission – first inquiry session held last week

Caroline Fowke writes:

Wiltshire was very well represented with our Chair, Dr Helen Ross being one of the key speakers and also Alison Szalay, Specialist Advisory Teacher for Wiltshire County Council who talked about the Dyslexia Friendly Schools project with many schools working towards receiving the BDA's Quality Mark. Julia Clouter, who is Head of Education at Scanning Pens based in Wiltshire also spoke. I listened and had a question answered! It was all extremely interesting.

**[You can watch the session in full over at Chamber UK on YouTube.](#)**

The session was chaired by Rt Hon Matt Hancock MP and the panel considered issues around reducing inequalities for children with dyslexia, including teacher training and an outline of the Schools White Paper and Send Review. The Panel discussed some of the approaches we can take to tackle these issues across the UK between local government, schools and at the national level.

#### **Panellists:**

- Lord Addington, President of the British Dyslexia Association
- Gillian Ashley, CEO of the British Dyslexia Association
- Dr Helen Ross, Trustee, British Dyslexia Association
- Julia Clouter, Head of Education at Scanning Pens
- Kelly Parkin, Specialist Teacher within the Rotherham Metropolitan Borough Council
- Tricia Sterling, Executive Dean, Faculty of Education Newman University
- Alison Szalay, Specialist Advisory Teacher, Wiltshire County Council
- Jo Hutchinson, Director for social mobility and vulnerable learners, Education Policy Institute.

#### **About the Commission:**

This year, policy institute Curia is to partner with the British Dyslexia Association and other leading organisations in the special educational needs and disability community (SEND) to consider ways to make implementation as impactful as possible. With the publication of the long-awaited government SEND Review consultation, the new Schools White Paper, justice, health and social care and employability reforms there is an opportunity to produce a wider, cross-departmental plan to improve the lives of people with dyslexia.

Each year the Commission will report on ways in which implementation has been effective, consider ways in which implementation can be improved and provide a level of accountability to Ministers in achieving their policy ambitions. In November 2022, the Commission will report back to coincide with the 50th anniversary of the British Dyslexia Association at a Parliamentary event.

**Here Donna Stevenson, Head of Training and Assessment at SWD gives her report on the Dyslexia Commission Inquiry:**



**#succeed  
with  
dyslexia**

at the Dyslexia Commission Inquiry

**Reducing Inequalities  
The Round-Up**

with Donna Stevenson, SWD Head of Training & Assessment

It was inspirational to attend the British Dyslexia Association Inquiry Commission this week. Chaired by dyslexia advocate and policymaker the Rt Hon Matt Hancock MP, its aim was to take a deep dive in some of the key issues which contribute to inequality for those in society with dyslexia.

The panel started by discussing 'Disparity in Dyslexia Service Provision' - this is often at the very heart of the inequality debate, and it was great to listen to the panel discuss assessment, the use of research findings around dyslexia and labelling. Matt Hancock and BDA CEO Gillian Ashley fielded the questions and invited Lord Addington (President of the BDA) and Dr Helen Ross to share their thoughts. A sentiment that all the panellists seemed to agree on was the idea of collaborative working and a pooling of knowledge and resources to better serve the dyslexic community.

Lord Addington made reference to previous battles with some local authorities who had decided to no longer formally recognise dyslexia a number of years ago, and that it was important for the BDA and others to be vigilant in ensuring dyslexia is respected and understood. Throughout all the panel discussions the theme of assistive technology was discussed time and again. On this, it was also great to listen to Julia Clouter, the Global Head of Education at award-winning reading aid providers Scanning Pens talk passionately about the role of assistive technology in removing barriers and levelling up education provision. The group agreed, and Gillian Ashley shared her thoughts on the use of technology during the pandemic and that it was important that hybrid learning is now the norm.

The panel also discussed the role of specialist teachers in mainstream education, with Lord Addington saying that all teachers are teachers of SEND students, this sparked lively agreement from the group, with lots of questions and comments in the chatbox! The panel agreed that SEND and of course dyslexia is not a 'niche' issue but one that must be at the heart of all great teaching provision. This led to a discussion about Initial Teacher Training programmes and the very meagre input new teachers receive about dyslexia and other neurodiverse learning differences. Tricia Sterling, Executive Dean at Newman University shared her thoughts on the requirements of newly qualified teachers and the commitment to provide more in-depth training on all SEND.

The Inquiry was a great opportunity to showcase best practice, and it was inspiring to hear Alison Szalay from Wiltshire County Council talk about the plans for Wiltshire schools to become truly Dyslexia-Friendly. There are plans to research whether this change in teaching style will positively impact on pupil attainment, with Dr Helen Ross sharing that she will be assisting in the impact research of this initiative.

The final session was an overview of the SEND review from Jo Hutchinson from the Education Policy Institute, this was an insightful presentation on what next for dyslexia within the UK education system. The group agreed, as the inquiry drew to a close that there has been some great progress so far but there is still much to be done to truly address the inequalities around dyslexia within our society.

**Additional comment and link to recording at:**

**[Disparity in Dyslexia Service Provision: Reducing Inequalities - ChamberUK](#)**

# SEND Newsletter

Wiltshire Council

## Wiltshire Schools – have you seen the May edition of the SEND Newsletter? Summary here:

- SENCo Network July 2022 – Tuesday 5, Wednesday 6 and Thursday 7 July 1.15-3.30pm. Join us on Microsoft Teams for a presentation by Dynamo Maths and a takeaway training pack on 'Masking in Autism and Beyond' for you to use in your schools. Booking on [Right Choice](#).
- Dyscalculia training – 19 May and 30 June using the Emerson and Babbie book 'The Dyscalculia Assessment'.
- SEND service - new ways of working: One dedicated team to support you through the Education, Health and Care Needs Assessment process (EHCNA). Two dedicated teams to oversee the reviewing and monitoring of Education, Health and Care Plans (EHCPs). One dedicated Preparation for Adulthood Team (PfA) for targeted work.
- EPS team news - EPs will no longer typically attend or write reports for annual reviews unless there are exceptional circumstances as agreed by the school, the EP, and the Education Officer.
- EMTAS team training.
- Behaviour Support Service team news - a DART is no longer required to get BSS support. More information is available on the [BSS Right Choice page](#)
- Further updates on EHCP processes
- Info from the SALT team.

[Wiltshire Digital Drive](#) can help with ICT equipment for learners - they are able to loan laptops, iPad and tablets (subject to availability).

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## All Change Again at the WPCC

It is with sadness that we have to let you know that after 10 years with the WPCC, Sharon Selkridge-Parham will be leaving us. Sharon says this has not been an easy decision but she feels the time is right for her to move on and explore new opportunities. Sharon's last day will be Thursday 12<sup>th</sup> May 2022 and the following week, she begins a new job with another independent organisation in Wiltshire. We are sure you will join us in wishing Sharon the very best as she begins her new role and we thank her for all she has given to the WPCC over the past 10 years. If you would like to send a message to Sharon, please email: [office@wiltspcc.co.uk](mailto:office@wiltspcc.co.uk) and we will collate all messages received and make sure Sharon receives them.

We congratulate Helen Selway who works alongside Sharon as a SENDIS Officer, as she is being promoted to Senior SENDIS Officer. We are delighted that Kate Martin, who is currently one of our Telephone Triage Workers, will be working alongside Helen from Monday 16<sup>th</sup> May as our newest

SENDIS Officer. Helen will be working five days a week and Kate will initially be working Mondays, Tuesdays and Thursdays.

This creates a vacancy in our Telephone Triage Team and we will soon be advertising for this, along with some other exciting opportunities – please watch this space!

While Helen and Kate get used to their new roles, and we manage with a reduced Telephone Triage Team, we hope you can bear with us if we are not able to answer the telephone as quickly as you may be used to. If you telephone and can't get through, please leave a message and we will get back to you as soon as possible. It may also take a little longer for Helen and Kate to follow up on SENDIS support as they embed in their role, but please be assured we are as committed as ever to provide as much support as always.

## **SEND Review – Legal Implications – webinar on Zoom:**

Tuesday 24<sup>th</sup> May - 10am to 12.30pm

To book on to this webinar, please visit [here](#) or contact [familyservices.webinar@seashelltrust.org.uk](mailto:familyservices.webinar@seashelltrust.org.uk)

Please do check your junk inbox for the registration / joining details emails. These details will be emailed upon receipt of your booking.

## **Ambitious About Autism Launches First Online Platform for Autistic Young People**

Ambitious about Autism has launched the UK's first [online platform](#) for autistic young people. For those aged 16 to 25, it offers a safe and moderated online space to help them understand their autistic identity and reduce the isolation and loneliness that many may feel.

Young people will be able to take part in peer support sessions, share experiences and find volunteering, work experience and employment opportunities. There will also be opportunities for them to work together and campaign for change.

You can find previous WPCC newsletters here: [Previous Newsletters](#)

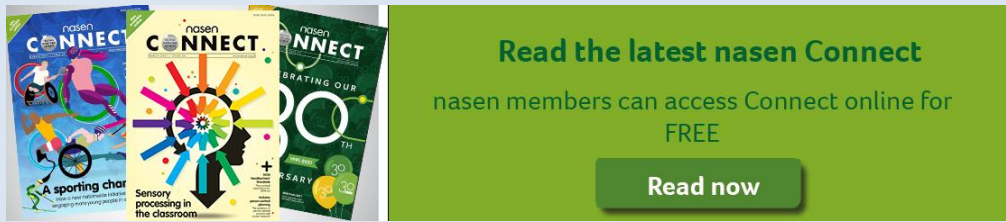
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**Get FREE access to the latest tools, information and training in our handy resources update.**

Not got time to browse? Quickly jump to our content here:

- [Autism Awareness Month | Free](#)
- [SEND Review Summary | Free](#)
- [SEND Development Pathways | Free](#)
- [Ambitious About Inclusion | Free](#)
- [College SEND Review Guide | Free](#)
- [Reflect with Connect | Free](#)
- [Meeting the Needs of Every Child | Free](#)



[nasen Connect magazine March 2022 | Nasen](#)

Our team of education specialists have put together a bank of information, support and resources. This provides you easy access to the most up-to-date knowledge and support which is rooted in research and evidence-informed best practice.

[Resources listing | Nasen](#)

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## Update includes:

### WSS resources

- [SEND Development Pathways](#)
- [Online learning modules](#)

### nasen news

- [The LEGO Foundation Play For All Accelerator](#)
- [nasen Live 2022 - Inclusion by Design](#) - Birmingham, Friday 15<sup>th</sup> July.

### Sector news

- [SEND Review in Focus](#)

### Consortium Partner Updates

- [Youth Sport Trust](#) - new organisational strategy
- [NatSIP \(National Sensory Impairment Partnership\)](#) - updated guidance
- [Centre for Education and Youth](#) - survey opportunity - conducting exciting new research into the future of tutoring in schools.
- [The Council for Disabled Children](#) - what you need to know about the Equality Act 2010

### Ten Minute Box - Free Trial

The Ten Minute Box is a NEW targeted multisensory phonics intervention for teaching digraphs to all learners from Primary to Secondary school, working alongside any phonics scheme in use within schools.

Everything is in the Box: detailed instructions, lesson plan, fun activities, games and resources to teach more complex phoneme sequences. No learner is left behind with this

systematic, individualised learning package, including those with dyslexia and neurodiversity.



We're looking for 10 schools to take part in a 4 week trial, keeping an activity log as they go along, and writing a review at the end of the trial period. If you're interested in taking part, get in touch!

Email [neils@nasen.org.uk](mailto:neils@nasen.org.uk)



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### **We've been busy...!**

From all of the incredible DEAR for Dyslexia work happening across the world, to the amazing discussions with a range of experts and education specialists at The Dyslexia Learning Festival, it's truly been an inspirational and uplifting month. Keep reading to find out about everything we've been up to!



On Friday, April 28th, The Dyslexia Learning Festival brought together a whole host of amazing industry experts, to talk about and raise awareness for dyslexia. Guests included the founder of the award winning SEN resources blog, Georgia Durrant, Founder Director at Lexonik, Katy Parkinson, and Literary and Dyslexia Specialist, Amina Humayun Khan.

If you missed the festival, not to worry! Just register [here](#), and you can access all of the panels on demand, via On24.



We've loved watching you Drop Everything and Read for Dyslexia!

We're thrilled to see just how many of you have got involved and truly celebrated reading in all its forms, as well as joining in with our webinar programme, author interviews and fantastic giveaway opportunities. We can't wait to do it all again next year, for what will no doubt be an even bigger, better and brighter DEAR for Dyslexia!

To check out our DEAR for Dyslexia wrap up on YouTube, please click [here](#).

### **Introducing, Dyslexia & Me!**

Dyslexia & Me is our brand new global campaign, where we'll be exploring the mental health journeys of people with dyslexia, and looking at the impact of mental health support in the global dyslexia community.

May is Mental Health Awareness Month, so we'll be producing thirty days of content that aims to create a safe space and a dedicated source of support, where people with dyslexia can feel seen, and come together globally.

For more information and details on how you can get involved, be sure to follow us on [YouTube](#), [Facebook](#), [LinkedIn](#), [TikTok](#), [Twitter](#), and [Instagram](#) for regular updates!



**And, finally... Keep up with us on YouTube!**

Our YouTube channel is always kept up to date with what's what in the global dyslexia community, so if you've missed anything, just head over there for the latest episode of Dyslexia News, and you'll be all caught up!

This past month, we've been on road with our Director, Darren Clark, as he travelled to BETT '22 and The Dyslexia Show. We've also been chatting to literacy and dyslexia specialist, Amina Humayun Khan.

Want to see? Head over to our [YouTube](#) channel, now!

### [Dyslexia News - Ep14 | Dyslexia & Art | Global Dyslexia Awareness | Tutoring Neurodiversity - YouTube](#)



Welcome to Dyslexia News - where we deliver everything you need to know from the dyslexia community.

Join Darren Clark for some amazing interviews with some incredible individuals on the many ways people choose to succeed and support others with dyslexia.





## Full report including videos at: [5 ways we've changed the world in 5 years](#)

The 2<sup>nd</sup> of May marked Made By Dyslexia's 5<sup>th</sup> anniversary. And what a 5 years it's been. We are beyond proud of all of the things we've achieved.

Here are 5 of the things we've managed to do in just 5 short years:

### 1. **Redefined dyslexia** with ground-breaking reports and best-selling books

- Explained what Dyslexic Thinking is in the Dyslexic Thinking Skills framework.
- Added Dyslexic Thinking to the dictionary and got LinkedIn, the world's largest careers network, to recognise it as a vital skill.
- Transformed how dyslexia is seen in the workplace with 3 ground-breaking reports.
- Created 2 best-selling books to explain Dyslexic Thinking to the world.
- Sparked global change with 3 global events, including our most recent World Dyslexia Assembly at the Swedish Royal Palace.

### 2. **Started an unstoppable global social movement** of dyslexics and allies

- Created the world's largest community of dyslexics and their allies.
- Trained over 2 million people to spot, support and empower Dyslexic Thinking.
- Inspired parents to push for change.
- Galvanised workplaces to empower Dyslexic Thinking.
- Helped millions of children to spot their dyslexic strengths.

### 3. **Trained millions of teachers and parents** with our free online video training

- Created free, online, training – available globally.
- Features dyslexic experts from world leading schools.
- Offers tried & tested methodologies that work for dyslexic children, but are good for all.
- Over 2 million have watched it, from Vietnam to UK, USA to Dubai, Kosovo to UAE.

### 4. **Changed how dyslexia is seen in the workplace** with award-winning campaigns

- Our 3 reports show that dyslexics have 10/10 skills fast-changing workplaces need.
- While the skills that dyslexics find challenging are in decline.
- Companies no longer seeing it as a disability, but as a valuable skillset.
- The world's largest careers platform, LinkedIn, now sees Dyslexic Thinking as a vital skill.

### 5. **Empowered dyslexics everywhere** to understand their dyslexia as a superpower

- Our work has been watched, viewed, shared, liked or commented on over 100 million times online, helping millions of people.
- My best-selling books: THIS is Dyslexia and Xtraordinary People, our videos and campaigns have changed how people see dyslexia.
- My TEDx Talk: The Creative Brilliance of Dyslexia started to redefine dyslexia.



Join us at our Gala Dinner in celebration as we look back over the past 50 years.

Be uplifted by inspiring stories as we recognise individuals and outstanding dyslexia-friendly companies for their commitment and accomplishments. Network and reconnect with our dyslexic community as we come together in celebration of past, present and future successes in our mission to provide support for those with Dyslexia across the UK. The evening will be a black-tie event which includes a drinks reception on arrival; an exquisite three course meal with wine, auction, live entertainment and dancing.

Book your ticket today for what will prove to be a fabulous evening of celebration and inspiration.

**[Book your place today](#)**

### **Coming soon!**

Our online auction site will be launching on **27 May** - allowing you to bid on one of our amazing auction prizes. We are aiming to raise a fantastic sum on the night to support our goal of creating a dyslexia friendly society.

**Meanwhile . . .** last week the entire BDA staff got together for a catch up and to discuss the vision, mission and future of the British Dyslexia Association. The details will be shared with local dyslexia associations this week.



### Free online Autism Training

Helen Eaton hosts a variety of online autism training sessions, one of which she offers free of charge. The live talks on Zoom give you a chance to ask questions, share ideas, or just relax and watch.

#### **Autism in the Classroom - (60 minutes) Wednesday 15th June at 7.00pm**

This popular talk is for families, schools and professionals to explore ideas to help support Autistic children in the classroom. For more information on available courses and to book your place(s), please click [HERE](#).



Call SCOTLAND has recently come up with a brilliant new Post-Assessment Pack for Adults (PAPA) which they describe as:

*“A compilation of resources for adults who have recently discovered they are dyslexic or have recently taken positive action to learn more about dyslexia”.*

<https://www.dyslexiascotland.org.uk/post-assessment-pack-adults-papa>

If you have just discovered that you're dyslexic or have known for a while but have recently taken some positive steps to learn more about dyslexia, then this collection of resources is for you.

You might notice that dyslexia affects many different parts of your life. We've gathered together expert information to guide you on all parts of your personal development journey.

We hope that you find these resources helpful. If you have any questions or feedback about this pack, please email [info@dyslexiascotland.org.uk](mailto:info@dyslexiascotland.org.uk)

Download a [printable](#) pdf version of the resource list

**EFFECTIVE TEACHING AND LEARNING  
MASTERCLASS**

**LIVE**

**19TH MAY**

9.15-3.45 PM

The session will be recorded







**DR SUSIE  
NYMAN**

**SPEAKER :  
SARAH  
MYHILL**

**JENN CLARK**


book now

www.positivedyslexia.co.uk




**Katrina Cochrane is inviting WDA members to attend for the whole day at the student rate - £25 instead of £50. The day will be recorded. [Book here](#)**

**Diagnostic assessment is the first step towards providing focused support for students who struggle with maths.**

Positive Dyslexia  
28 April 2022  
Sarah Wedderburn  


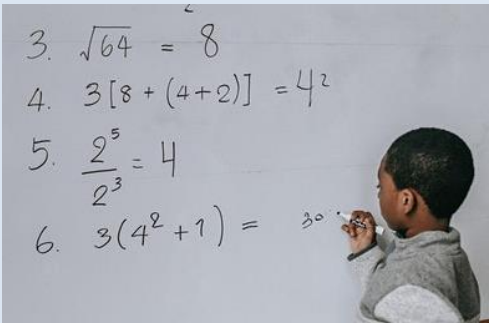
If you are interested in any of their previous dyscalculia events or the upcoming one the link is here: [Online Event Page | Eventbrite](#)

**Friday, 8 July 2022 11:00**  
**Mathematics and Dyscalculia:  
Expert Masterclass**

Details at:  
<https://www.eventbrite.co.uk/x/mathematics-and-dyscalculia-expert-masterclass-tickets-302995346237>

A Message from Katrina at Positive Dyslexia Ltd:

The recording for this webinar can be found here:  
<https://youtu.be/7dpoY2eVN4w>



## Teach Reading Using Games Free Webinar



**trugs**<sup>™</sup>  
teach reading using games

**17th May 3:30pm**

Join us for our **Free Webinar to introduce you to Trugs**, and in particular our Schools Boxes.

Trugs is selection of resources created to support systematic synthetic phonics and to help and support with the mastery of literacy.


[Registration \(gotowebinar.com\)](http://gotowebinar.com)


The webinar will cover:


- What Trugs is.
- What Games are in the boxes.
- How to play the Games.
- Assessment materials.
- Other items in the bundle.

A fun and free webinar taken by Arran Smith, a severely dyslexic adult and was working the field for over 25 years and Lucy Smith who is a support tutor for the Leicestershire Dyslexia Association and has managed the running of Trugs for the last nine months.



 trugs at Home Box 1.  
Approx Reading Age 6 – 7.5 yrs  
First stages of phonics.

 trugs at Home Box 2.  
Approx Reading Age 7.5 – 9 yrs  
Second stages of phonics.

 trugs at Home Box 3.  
Approx Reading Age 9 – 15 yrs  
Third stages of phonics.



**SIGN UP TO OUR NEWSLETTER AND RECIEVE A 10% DISCOUNT**

[WWW.READSUCCESSFULLY.COM](http://WWW.READSUCCESSFULLY.COM)

[Newsletter sign up - Read Successfully - Trugs](#)



## TRAINING: Upcoming training events

We have a range of 'book a place' training days for parents, carers and professionals with availability in May, June and July - all delivered virtually via Zoom.

### For parents and carers

- [Introduction to SEND Law: 26th May](#)
- [EHC plan masterclass - existing plans: 6th June](#)
- [SEND law and young people \(post-16\): 6th July](#)

### For professionals

- [Preparing a legally compliant EHC plan: 23rd May](#)
- [Level 2 SEND law: 24th May](#)
- [Level 3 SEND law: 8th June](#)



Practical **FREE** Professional Learning in inclusive digital technologies that could benefit your students with Additional Support Needs.

- [SymbolStix: a symbol communication tool](#) - 18th May
- [Technology and Dyslexia - free accessibility features](#) - 25th May
- [Communication is for all with Twinkl](#) - 8th June

[see more webinars...](#) – upcoming and archived webinars.



[What do educators need to know about dyslexia? - Twinkl Digest](#)

[Dyslexia: An expert's advice - Twinkl Digest](#)

[Dyslexia friendly classrooms - Twinkl Digest](#)

[Dyslexia: what it might look like and how it can be supported - Twinkl Digest](#)

[What impact did COVID 19 lockdowns have on struggling readers? - Twinkl](#)

Gloucestershire  
PATOSS

<https://patoss-glos.wixsite.com/patoss>

Dr. Jim Gilchrist is a former Head of Optometry & Vision Science at the University of Bradford. Since 2017, he has worked with SASC (SpLD Assessment Standards Committee) and PATOSS in an advisory role to update guidance on visual difficulties and the screening protocol used by SpLD assessors and practitioners. His talk will consider how we think of reading difficulty and dyslexia, the visual aspects of reading and the various types of visual issues that may affect reading ability. He will explain the roles of different vision care and education professionals and the latest advice on the use of coloured overlays for screening and treatment. This information will be of interest to parents and professionals working with students who experience visual discomfort when reading.

# Dr. Jim Gilchrist

Visual Difficulties and Reading Difficulties

**WEDNESDAY 15<sup>TH</sup> JUNE 2022**

**Talk starts @ 7.00pm**

**Registration/Refreshments from 6.30pm**

**The Pavilion, Hatherley Lane,**

**Cheltenham GL51 6PN**

Parking: Ample parking can be found at the venue

#### THE NEW NORMAL

Please adhere to the relevant guidelines at the time of the event regarding the wearing of face masks.

Open to PATOSS members and SpLD/SEN/Educational professionals

£5 Local Group Members; £10 National Members; £15 Non-members by BACS transfer

To book a place contact us by email at [patossglosevents@yahoo.co.uk](mailto:patossglosevents@yahoo.co.uk)



## **Neurodiversity in the Workplace: A guide for HR professionals.**

The British researcher and management consultant, Meredith Belbin who is the creator of the [Belbin Team Roles](#) tool that helps to build effective teams, once said “A team of specialists will always beat a team of all-rounders.”

What he was alluding to was the need for diversity within teams in order for them to perform at a higher level. What indeed would be the point of having every member of the team thinking exactly the same? Every team needs a mix of skills and ways of thinking to be able to deal with the challenges that teams or companies are set up to address.

In a previous article on this website entitled [“How are companies supporting Neurodiversity within their work environments?”](#) we shone a spotlight on the work that companies such as [EY](#), [GCHQ](#), [SAP](#), and more were doing to embrace the strengths that people who are neurodiverse bring to their workplaces.

### **How to change company culture to become inclusive and harness the strengths of Neurodiversity.**

So whilst it is encouraging to see companies becoming more innovative as a result of developing a more inclusive work environment, we have to acknowledge that change has to be put in place for this to happen and that change has to be accepted across company culture.

So how do the senior management teams of companies go about changing the culture to incorporate and benefit from neurodiversity?

[The Chartered Institute of Personnel and Development](#) released a guide for HR professionals and leaders across functions who want to learn more about neurodiversity, the benefits for their organisation, and how they can support neurodivergent people to be comfortable and successful at work.

[Click here to download the CIPD guide to Neurodiversity At Work.](#)

The guide has two main aims: first, to raise awareness of neurodiversity in the workplace among employers; and second, to inspire more employers to action – to take steps to encourage neurodiverse job applicants, remove potential ‘friction points’ in the hiring process, and to support their staff to achieve their potential.

### **An example of culture change that became more inclusive.**

In the guide, CIPD quote the experience of the Rutherford Appleton Laboratory that founded their Dyslexia Working Group as a result of one of the scientists struggling to access and process written content on their internet, despite that particular scientist delivering ground-breaking research. The DWG now has a membership of 40 and feed into company culture such as making changes that enable staff to work at their best. An example of that culture



change was to provide a business case to purchase assistive technology to support staff as they go about their work.

The benefit of this change was to help scientists with dyslexia who experienced difficulties with writing and publishing academic papers. Lack of progress in this area was found to be career-limiting and caused frustration despite the scientists being exceptional at delivering presentations on pioneering and complex research. Group members benefited from receiving extra training on assistive technology so that the challenges didn't limit their value to the organisation.

We hope that you found the [CIPD Guide to Neurodiversity At Work](#) as useful as we have and if you would like to know more about how assistive technology could be useful in unlocking the value of your neurodiverse staff then do get in touch.



**The latest edition includes:**

- A [guide](#) from CDC on Disabled Children and the Equality Act 2010;
- New [CDC resources](#) to support multi-agency working for SEND;
- Free Contact speech and language [workshops](#);
- Details on how to apply for the Ambitious About Autism [Supported Internships](#) programme;
- [Resources](#) from Contact on help with completing DLA forms;

**This is rounded off with a range of resources and reports to read.**

**Early years, SEN and disability: Likely features of effective practice A report for the Department for Education** - View [here](#).

**CDC E-learning – free e-learning courses** - To sign up please click [here](#).

- The role of CAMHS in the EHCP process
- Outcomes in Education, Health and Care Plans
- CETR and DSRs
- Social Care and SEND

**Case Law Digest** - View [here](#).



## Where Dyslexics Are Clicking

Type “dyslexia” into Google and you’ll find no shortage of content from organizations, educators, medical professionals and everyday people. But where to start? To help make sense of it all, we’ve gathered a list of some of the top online resources for dyslexia and neurodiversity.

Have a favourite destination you’d like to share? Drop us a line at [dyslexia@gershoni.com](mailto:dyslexia@gershoni.com).

### Dyslexic Advantage

Drs. Fennette and Brock Eide burst onto the scene with their 2011 book *The Dyslexic Advantage*, which proposed that adult dyslexics excel in four areas of reasoning (material, interconnected, narrative and dynamic). They’ve channelled their work into a non-profit of the same name, with a website that serves as a home base for a monthly newsletter, articles and coursework.

[Read More](#)

### Different Brains

Inspired by his own daughter’s Asperger’s diagnosis, Dr. Hackie Reitman resolved to create a website that highlights the intersectionality of neurodiversity and conditions such as OCD and PTSD. Different Brains offers mentorships, a pair of podcasts, and blog posts on all kinds of niche topics, including “[Neurodiversity and Gastrodiversity](#)” and “[Autism, Perfectionism and Yoga](#).”

[Read More](#)

### Understood

Understood is an interactive website that allows individuals with learning differences, caregivers and educators to customize their journey by identifying a specific area of focus. From there, Understood curates a list of articles, videos and community stories related to the topic. Those who wish to explore on their own will find a robust blog and four separate podcasts.

[Read More](#)

### Neurodiversity Hub

Neurodiversity Hub supports neurodivergent young adults at moments of transition, specifically those entering college or the workforce. Articles on topics such as “[The Art of Sharing Information About Your Disability](#)” sit side-by-side with links to wellness, self-care and grounding exercises that can reduce the stresses associated with a college or job search.

[Read More](#)



## **Adolf Kussmaul 1877**

Dyslexia was first referred to as “word blindness”. In 1877, the German neurologist, Adolf Kussmaul, called it “complete text blindness ... although the power of sight, the intellect, and the powers of speech are intact.” These children who were otherwise very able had extreme reading difficulties.

## **Rudolf Berlin 1887**

A decade later, German physician Rudolf Berlin first used the term “dyslexia” to encompass reading challenges as a result of a disability.

## **The Early 1960s**

Interest in dyslexia waned for a number of years but came back in the 1960s.

Neurologist Macdonald Critchley and psychologist Tim Miles opened *The Word Blindness Centre* in 1962. The centre brought together many researchers who had worked with dyslexic individuals. Critchley later published a book called *The Dyslexic Child*.

## **Consensus Definition 1968**

Where did the first consensus definition of dyslexia occur?

In April of 1968, the first meeting of the World Federation of Neurology’s Research Group on Developmental Dyslexia and World Illiteracy was at a hospital in Dallas, TX. It was at Scottish Rite Hospital for Children that the first consensus definition of dyslexia occurred.

They defined it as “*A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin.*”

## **The 1970s**

In 1972, researcher Sandhya Naidoo published a book that was one of the first major studies of dyslexia. It was called *Specific Dyslexia*. Her book, along with Critchley’s, was a turning point in early dyslexia research.

## **Dyslexia Today**

Dyslexic children as a rule experience reading and spelling difficulties but sometimes there is more to it. Motor coordination, organization and the ability to concentrate are often affected. These children may appear to be uncoordinated and unorganized.

Now it’s well known that there is no link between dyslexia and intelligence. There are many [celebrities and famous people with dyslexia](#) and learning disabilities who achieved great success. With the help of [assistive technology tools](#), people diagnosed with dyslexia and other learning disabilities can adjust and lead normal lives.

## **Awareness**

Awareness and research are aided by the fact that there are federal laws that define special education services. Parents of children with learning disabilities like dyslexia have more rights to hold schools accountable to offer services for those students who learn differently.



## [How To Inspire A Love Of Reading With John Hicks And Darren Clark.](#)

In April 2022, Succeed With Dyslexia held the Dyslexia Learning Festival and invited me to take part in a discussion about how to inspire a love of reading for our children.




Check out the video at link in title above to see the discussion between myself and Darren Clark.

Succeed With Dyslexia have published an ever increasing library of webinars that will be useful for all supporters of dyslexic learners.

Click here to access their webinars: [Access the webinars](#)







To stay up to date with The Studying With Dyslexia Blog, please subscribe by scrolling down the page to complete form at:


[How to inspire a love of reading with John Hicks and Darren Clark. — The Studying With Dyslexia Blog](#)



**THE  
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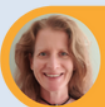
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[Past Webinars | Succeed With Dyslexia](#)

# Tips For Supporting Children With Maths Difficulties Such As Dyscalculia: The Jenga Effect

The Studying With Dyslexia Blog welcomes Cat Eadle from The Dyscalculia Network for the first time as she shares some insights into why maths difficulties need to be addressed at an early age so as to provide a solid platform for learning later in life.

The Jenga effect is when the foundations of maths aren't secure and this then impacts every 'layer' of maths learning that follows it.



Cat Eadle  
The Dyscalculia Network

When a learner doesn't have secure foundations, or there are foundations missing altogether, and attempts are made for more maths knowledge and understanding to be added (without filling these gaps) the 'maths tower' becomes wobblier.

When a learner doesn't have secure foundations, or there are foundations missing altogether, and attempts are made for more maths knowledge and understanding to be added (without filling these gaps) the 'maths tower' becomes wobblier.

Without secure understanding the learner starts to feel anxious.

If the learner is a child by 9/10/11 years old, they start to become overwhelmed. The more maths that is added the less secure they become as everything feels unsure and unstable.

This feeling of uncertainty often continues into adulthood.

There is great danger of the tower collapsing altogether and the learner refusing to engage with maths at all leading to, 'I hate maths'.

It is vitally important for learners with Dyscalculia and Maths Difficulties to have the early foundations of maths put in place – no matter how long that takes or how much repetition is needed as nothing can be built on top of a poor foundation.

No matter how old the learner is... 6 /16/ 60 going back and finding out where they first got stuck and rebuilding from there up is the key to a stronger maths tower and a learner who changes from –

**'I can't do it and I hate Maths!' to 'I love maths and I can do it!'**

Watch the video at link below as Cat Eadle shares an awesome strategy for supporting maths learning:

[Tips for supporting children with Maths difficulties such as Dyscalculia: The Jenga Effect – The Studying With Dyslexia Blog](#)



Want more tips and information that helps with maths difficulties and dyscalculia?  
[Blog \(dyscalculianetwork.com\)](http://dyscalculianetwork.com)

\*\*\*\*\*

## Neurodiversity - Exam times and Mental Wellbeing



[Prof Amanda Kirby](#)

CEO of DOIT Profiler, Campaigner, Parent of neurodivergent family, ND, Health Professional, Academic

Published on May 12, 2022

Open this article on LinkedIn to see what people are saying about this topic. [Open on LinkedIn](#)

Exam season! How different it is this year from the past few years. It may be the first time for some students sitting in a hall alongside many other students and may feel odd and for some quite frightening.

High-stakes exams are called that for a reason and maybe the pathway to university and to gaining specific jobs. It can impact lifetime earnings. The average graduate will earn 23% more over their lifetime than those who do not study at university.

For someone who is neurodivergent exams can add a layer of stress because of the way that you are being measured and the setting, you are placed in.

The thought of exams makes me recall past anxieties for me. I was one of those people who worked very very hard, with endless hours at my desk. I am not sure on reflection it was an efficient way to use my time. But if I wasn't sitting there I felt guilty thinking that I should be working harder.

I was a list person and I would end up making lists of lists to try to gain control of my feelings. (I am still a list person today!)

List making is also a wonderful diverting activity. My lists were beautiful but very time-wasting too! It stopped me from starting. It stopped me from focusing on what would make a difference. I stayed in my comfort zone.

I wanted to be a doctor. My Dad wanted me to be a doctor. The stakes were high! Fear of failure impacted my sleep and my mental well-being. So much so that I would become ill before an exam. Rather miss out altogether than have to face up to failure! I would also become increasingly anxious building up to the days before the exams to the point that when I went into the exam I would freeze completely. Blank thoughts...

As a teenager, I was also at the stage of being hugely affected by what my peers thought about me too. I clearly remember results being posted on a board for all to see and feeling horrified by thinking that others would be talking about me. In reflection, I am sure they were not!

To my surprise, I got into medical school but in medical school, I often seemed to be working longer hours than others to achieve the same results. Some people seemed to slide through the process and be minimalists. I never knew when enough was enough.

Looking back now I can see my ADHD traits but at the time I had no idea.

I also had no barometer measuring how the exams had gone. One example, even after years after I had qualified as a doctor was when I was sitting for my membership in the Royal College of Practitioners (MRCGP). I was asked after the initial exam to go for a further viva. This is usually bad news! I did not realize at all that I was going for a viva for a distinction. I really thought I had failed. I still had a fixed mindset at the time as [Carol Dweck](#) describes. I had gone through school always feeling I was going to fail and expecting to do so and this had stopped me from considering that I could possibly succeed and actually do very well.

## **Being a parent at exam time**

If you are a parent of a neurodivergent child preparing for exams or you are going to be taking exams very soon this can be an enormously stressful time for you (and your child). If you are taking exams yourself anxiety we all know can impact performance.

Many people who are neurodivergent have challenges in exams for a number of reasons:

- [Interpreting the meaning of the questions](#)
- Planning [what to write in the exam](#) and what is important and what is not.
- [Keeping to time](#) - dividing time into compartments and moving on from question to question.
- **Recording ideas on paper** - handwriting ( speed and legibility) often associated with DCD/Dyspraxia
- Spelling and grammar




- [Proofing what you have written](#) and having time to do so.
- Sitting in a room where there is a lot of noise or shuffling around you can be intensely irritating.
- Having to sit still for a length of time and not being able to move around.

**Here are some practical tips I hope can help some students (and parents too!).**

### Preparing for exams

Robert Sternberg said why people achieve: *" is not some fixed prior ability but purposeful engagement"*

- **Choose a single task you will focus on and write it down.**
- **Set the timer to 25 minutes.**
- **Work on the task until the timer rings and put a checkmark on your paper.**
- **Take a short 5-minute break.**
- **Work for another 25 minutes.**
- **After 3-4 work periods of 25 minutes, take a longer 20-30 minute break.**



- Check you have the right equipment for the assessment
- Have you enough pens, pencils, colours, rulers, and maths equipment.
- Are there any texts you're allowed to take in such as a dictionary?
- Make sure your watch works and is accurate.
- Can you create a glossary of words that are being used in exam questions so you are sure what they mean?
- Review past papers to see what is being asked. Discuss what is expected with your tutors if you are still not sure.
- Could you work with a study buddy on focused sessions? It can be easy for sessions to drift into other stuff. Using Zoom/Teams around a topic area may be helpful. Plan together what you want to get from the session. Perhaps get one of you to prepare and lead each session.
- Break down revision sessions into blocks - try using the Pomodoro technique (see above) for 25+5 minute blocks or alternatively work out what time blocks suit you.
- If you feel stressed try some [different approaches to help you](#) - talk to someone who knows you, take a walk, watch a movie.

### The day before the exam –

- Don't revise late - create some space between the end of work and bedtime.
- Don't try to learn new material at the last moment.
- Check through (skim/scan) notes/look at typical questions/previous exams so you know the style of questioning and allocation of marks.
- Relax before going to bed. Have a warm bath, watch some easy TV or read a book or magazine not relating to the exams.
- Avoid talking to others who are 'panic people'.
- If the exam is being held in an unfamiliar place you may want to have a 'practice run' to find out where it is and how much time it will take you to get there.

## On the day –

- Check where you need to go and your travel arrangements to get there.
- Get up early enough to wake up properly.
- If you can choose what to wear - be comfortable as possible.
- Eat sensibly – don't go to an exam without any breakfast, have something filling and slow-burning such as porridge or cereal.
- Arrive in good time; too early and others may panic you but exactly on time can feel too late.
- Remember to go to the toilet beforehand!
- Have a bottle of water that you can place on your desk (with a lid!).

## In the exam –

### Planning, timing, and technique

- Before you start writing, read the questions 2-3 times....slowly.
- Don't rush at this point, it is very important to know exactly what needs to be done.
- Use a highlighter to highlight keywords in the questions. Check you have understood their meaning.
- Consider the weighting of marks each question carries. Don't spend too much time on areas that carry few marks and then rush areas with more marks.
- Estimate how long each part will take to finish.
- Allow time for choosing, planning, writing, checking, and proofreading. Leave 10-15 minutes at the end of the exam to read through and check your answers.
- Consider starting with answers you know best. This may help your confidence and leave time for answers you're more worried about.
- Check the time after each part is completed to make sure you are on track.
- If you are short of time, it's better to write an essay in note-form than write nothing at all. Write an introduction, outline the argument in bullet points, and then write your conclusion.

### FACE

- **Focus** on your body
- **Attend** to what's in front of you - hands
- **Come** back in the room
- **Engage** in what's around you

## What happens if.....Your mind goes blank, and you panic?

Breathe slowly and think of success. Leave a question if you're not sure of the answer and go on to the next one or begin with what you know best.

- Imagine yourself at home with your books and remember that you DO know the information.
- Try to answer one question. This will give you the confidence to move on to other questions.

- Don't spend too long trying to remember a point – leave a space and come back to it.
- Write any ideas or thoughts on rough paper. Ask yourself questions. Then try the question again. Panic only makes remembering harder.
- See the examiner if it becomes worse and ask for a glass of water.

### **Is a 'post-mortem' a good idea?**

Should you extensively think about the exam immediately afterward to analyze your success rate?

There are advantages, as you'll gain plenty of reassurance if you think you've done well. However, there are also disadvantages. If you discover that you haven't done as well as you thought, you may become de-motivated. This could affect your other exams and lead to high anxiety levels. Concentrate on the future, not the past – you can't change it! Remember there is more to life than just examinations. Tomorrow is another day!

### **What if you have failed?**

French psychologist Alfred Binet said:

*'You may not have started out the smartest but you could end up the smartest'*

Learning from failure is the only way to move forward.

Confucius said:

*"Our greatest glory is not in never falling, but in rising every time we fail."*

- You may feel like this is the worst thing that has ever happened. It can be hard putting on a brave face. Don't compare yourself to anyone else. Most of us are not successful all the time. Be kind to yourself. Sometimes we feel like we have to hide how we are feeling to others and put on a brave face.
- Go for a walk; talk to someone who knows you and can listen to you.

If you are a parent often going for a drive - being alongside someone sometimes is easier than facing someone.

- Lose yourself in some escapism- watch a film, play a computer game.
- Do some cooking. Try to make something new.
- Do something mindful ( or mindless) that can help to calm your mind like going for a run, swimming, or playing a musical instrument.
- Write your thoughts down. This can help get it out of your head.
- When you are in a calmer state and if you can, then get the paper you have submitted back and ask for feedback from your teacher on why they think you have failed and what could you do differently if you repeated the exam ( if this is possible).
- Think about whether you were actually prepared for the exam. Did you start in enough time?
- Were there other reasons in your life for having difficulties before the exam that could be focused on another time such as lack of sleep.
- Did you read and understand what was required of you within the exam?
- Were you able to allocate times for each question?

**Tomorrow is another day.**



## [SEN - home • SEN Magazine](#)

Read full magazine at:  
[SEN117 : March/April 2022](#)

Includes two articles about dyslexia:

### Dyslexia: less hassle, better outcomes and reduced stress with “smart” interventions

*David Morgan provides a path for teachers to deliver effective help for dyslexics without using additional time and resources to do so.*

Dyslexia is very tough for the dyslexic child, but it is an important issue for the school too, as it can drop the school's literacy results from excellent down to average or below whilst absorbing a lot of extra resources. Furthermore, the whole remedial process can be stressful for them and everyone else.

*“The whole remedial process can be stressful”*

### Identifying dyslexia in the secondary school classroom

*Lindsay Fuller describes the sometimes subtle signs that a pupil may have dyslexia.*

With a conservative estimate suggesting that at least 1 in 10 people have dyslexia, it is important to identify signs and traits as soon as possible so that interventions can be put into place. The reality however is that historically teacher training programmes had little SEND focus and even now do not allow for lengthy periods of SEND specific training and therefore many on the frontline are simply unable to identify the signs that should be reported to their SENDCo.

Dyslexia, according to the Rose Report (2009) is a learning difference that primarily affects accurate word reading and spelling with characteristic features such as difficulties in phonological awareness, verbal memory and verbal processing speed. The dyslexic learner may present as very knowledgeable and orally adept, however the disparity between these skills and their written response is often a give away clue.

#### About the author

Lindsay Fuller has been a History and Sociology Teacher for 23 years and is currently working at Northampton School for Girls. She is also the Dyslexia lead. Having become increasingly interested in the field of SEND, Lindsay is currently studying for a Level 5 qualification in Dyslexia: Literacy, Intervention and Support.

[@kirleyhouse](#)



## [Dyslexia and prejudice • SEN Magazine](#)

*We're systematically stigmatizing dyslexia, writes Roger Broadbent*

Not effectively evaluating the prevalence of dyslexia has left our education system in a perpetual state of trauma and is a significant factor in explaining why nearly 50% of teachers leave the profession within 5 years of qualifying.

Read full article at: [Dyslexia and prejudice • SEN Magazine](#)

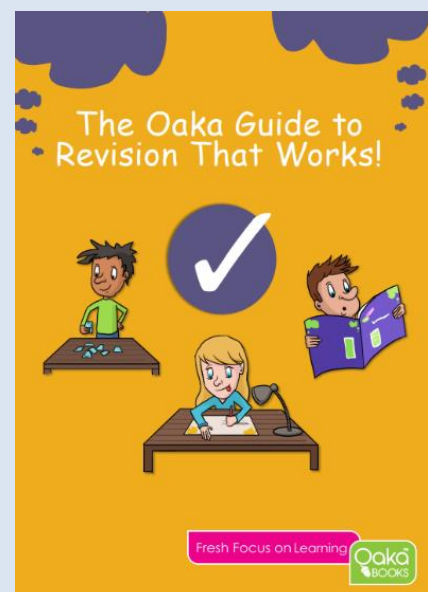


## Information, resources, special offers . . .

### FREE Revision Tips Booklet!

[Oaka-Books-Guide-to-Effective-Revision.pdf](#)  
[\(oakabooks.co.uk\)](#)

Engaging materials always make revision more interesting - check out [our resources!](#)





[Webinar: Adult Dyslexia Assessment and Reports Explained | Anna Cooper - Dyslexia Association of London \(dyslexialondon.org\)](#)



## Nessy's Homeschool Bulk Buy 2022!



For the third year in a row, Nessy is offering big discounts to home educators.

**This discount value will depend on the number of sign-ups. The more people who sign up, the greater the discount!**

The code will be eligible for all Nessy @Home programs. Sign up between **10th-26th of May** to take part.

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### How to take part:

1. Tap the button below to visit our Facebook page
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3. Fill in your details and follow the on-screen instructions
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5. You will receive an email with your exclusive code on **30th May 2022**.

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**Don't have Facebook?** You can also sign up by emailing us at [news@nessy.com](mailto:news@nessy.com)

If you are having trouble signing up, then please email us at [news@nessy.com](mailto:news@nessy.com)

*\* This offer is for Nessy @Home programs and packs only.*



**The classroom can sometimes be an overwhelming place for students. Between assignments, tests, and all the sights and sounds, students have a lot to manage — including their emotions. But there are ways you can help them reduce stress and feel in control.**

### **Stress relief tips for students**

Kids who learn and think differently may feel stress more often or more intensely. Teach your students stress-reduction strategies to help them calm down.

[Learn more](#)

### **How to help students see success in failure**

Students can get positive results even when they fail. But sometimes they have trouble seeing that. Learn how to help your students see failure as an opportunity for growth.

[Get started](#)

### **How to prevent meltdowns in the classroom**

When a student has a meltdown, it's hard to know what to do. One of the best ways to manage meltdowns is to prevent them. Learn how with this guide.

[Read it now](#)

**Your students might be dealing with a lot of stress right now. And that stress may be showing up at school in the form of behaviours. Luckily, there are ways you can support your students. Check out these resources to learn how.**

### **DIY classroom fidgets**

Fidgets can help students manage their emotions, including anxiety. Watch how three educators make low-cost fidgets for their classrooms.

[Watch now](#)

### **How to use positive behaviour strategies**

Positive behaviour strategies let you reduce behaviour challenges instead of just reacting to them. Learn how these strategies can help you manage difficult student behaviour. Get examples of strategies and tips on how to use them.

[See strategies](#)

## Sentence starters to show empathy

Sentence starters can help you find the right words to say in stressful moments with students. Learn more and download a printable reference sheet.

[Learn more](#)

## 6 self-care strategies for students

Teach your students strategies to help with stress. Plus, download a mindfulness printable.

[Get started](#)

# The Queen's Platinum Jubilee

[Widgit Symbol Resources](#) | [Popular Topics Materials](#)

## Platinum Jubilee Resources Queen's Platinum Jubilee | 2nd June

Symbol-supported books and activities to support teaching and learning during the Platinum Jubilee celebrations.



Symbol-supported books detailing the life and reign of Queen Elizabeth II in her platinum jubilee year.

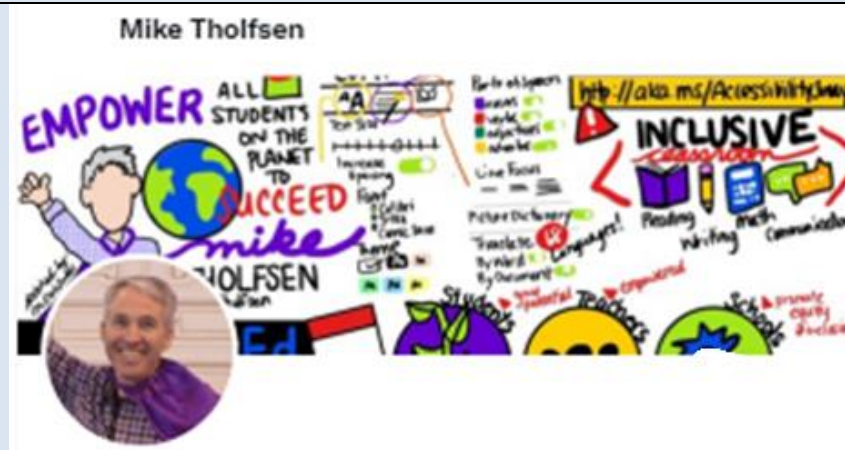
Create your own bunting to celebrate the Platinum Jubilee.

Symbol-supported timeline activity tracking key events of Queen Elizabeth II's reign.

Symbol-supported glossary containing an alphabetical list of words relating to the Platinum Jubilee and its associated celebrations.

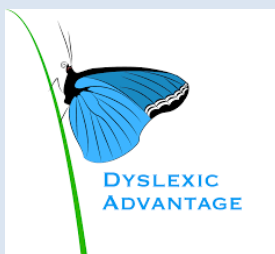
Coloring pages featuring black and white versions of Widgit Symbols relating to the Queen's Platinum Jubilee celebrations.

[Download free](#)



[Mike Tholfsen \(@mtholfsen\) / Twitter](#)

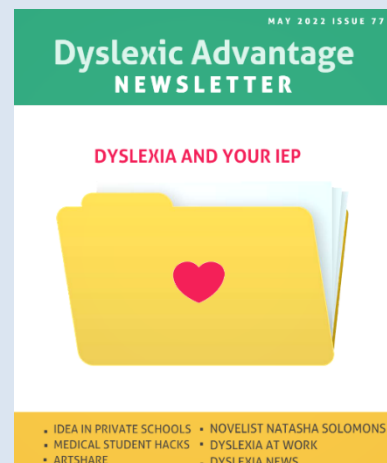
This Micro Tip will show you how to bulk create linked pages in [#OneNote](#), one of my all-time favourite tips: <https://vm.tiktok.com/ZTdbdHANc/>



MAY 2022 ISSUE



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You can also read issues on our free Dyslexic Advantage app [iOS](#) or [Android](#).

Dyslexia and Your IEP - IDEA in Private Schools - Medical Student Hacks  
Novelist Natasha Solomons - Dyslexia at Work - Dyslexia News ArtShare

[Dyslexic Advantage Newsletters - Dyslexia | Dyslexic Advantage](#)

See also their article on:

## Dyslexia: Beyond Decoding

If dyslexic students are struggling to decode words, a program of intensive structured literacy will help – but help with phonological awareness may not be sufficient to help them become fluent readers.

Why? Because reading fluency, or the ability to read with “speed, accuracy, and proper expression” is also influenced by other factors such as rapid naming. Recently researchers found that . . .

Read on at: [Dyslexia: Beyond Decoding - Dyslexia | Dyslexic Advantage](#)





# 9 Activities for Kinesthetic Learning

1

## Use letter tiles

Activities that use letter tiles are some of the most effective activities for teaching reading and spelling.

2

## Get outside

Trace letters, words, or phonograms in the sand or dirt. Is it winter? Go outside and stomp giant letters in the snow.

3

## Ooey-gooey fun

Fill a zip-top baggie with shaving cream, whipped cream, soap, glue, or pudding. Seal and write letters on the bag!

4

## Bounce around

Spell words while jumping on a trampoline, bouncing a ball, or playing catch. Yell out one letter for every jump, bounce, or toss!

5

## Get crafty

Use playdough, pipe cleaners, or Wikki Stix to form letters and words.

6

## Play hopscotch

Write letters or words in each square of a hopscotch grid. When your child picks up his marker, have him read the letter or word in the square.

7

## Use a beach ball

Write letters or words on a beach ball. Have your child throw the ball in the air, catch it, and say the letters or words closest to his thumb.

8

## Have a "snowball" fight

Use ping pong balls, Nerf balls, or crumpled paper as snowballs. Write letters or words on index cards and tape them to the wall. As you call out letters or words, your child must find them and throw snowballs at them.

9

## Play hide and seek

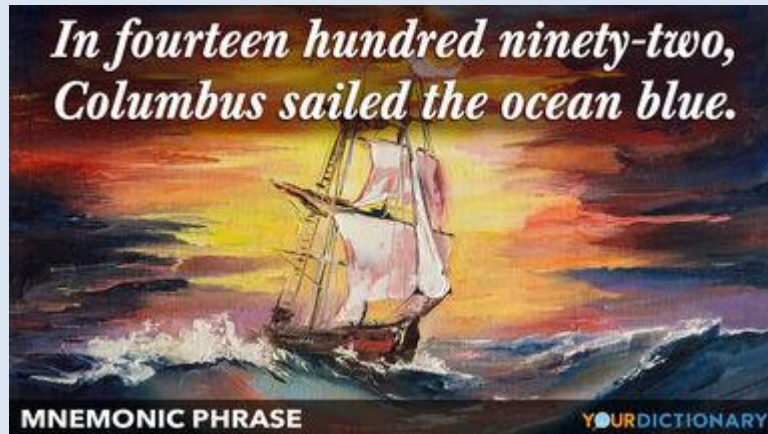
Write words and sentences on pieces of paper and hide them around the room. When your child finds a piece of paper, he must read it before searching for the next one.

Want more? Find **10** more activities on our blog!

<https://blog.allaboutlearningpress.com/19-activities-for-kinesthetic-learning>

 [blog.AllAboutLearningPress.com](https://blog.AllAboutLearningPress.com)

## Examples of Mnemonics: 4 Tools to Help Your Memory (yourdictionary.com)



A mnemonic is a tool that helps us remember certain facts or large amounts of information. They can come in the form of a song, rhyme, acronym, image, phrase, or sentence.

Mnemonics help us remember facts and are particularly useful when the order of things is important. Below, we'll explore several examples of mnemonics that'll help us remember everything from tricky spelling words to U.S. presidents.

### Dyslexia stories

**British Dyslexia Association**

**Adelle Tracey**  
Team GB Athlete

**British Dyslexia Association Ambassador**

▶ [Adelle Tracey - Against All Odds - My Journey with Dyscalculia](#)

## Listen to Tom telling his story at: [Tom's Story - YouTube](#)

Hi. I'm Tom and this is a story on how I got really good at reading. Today I am writing about how Toe By Toe changed who I am...

Three years ago, when I began Toe By Toe, I was in Year 3. I really thought I wasn't that smart and I thought I couldn't achieve anything in Year 6, high school, or college. Today I am in Year 6 and I really think I can go on and do well.

In the middle of Year 3 my Mum was concerned that I wasn't doing that well in school so she found a lady called Sue. She introduced me to Toe By Toe. When I began Toe By Toe it was me sounding out letters. Now as I have come to the end of the book, it is me reading paragraphs and sounding out high school words like psychosomatic and psychoanalysis.

In Grade 3, I pulled out a thick chapter book which was 'Grandpa's Great Escape' by David Walliams. I started reading it and I had no idea what most of the words were. I was so confused because I couldn't read most of the words. Now I can read that book easily. Now I'm enjoying the Morris Gleitzman 'Once' series that are about a boy who survives World War 2 in Germany...

This is to whoever doesn't like reading: If you don't like reading, that's completely fine. You can like other things, but I just want to tell you something. If you find a book that interests you, that you can read, and that you can understand, then try reading it and it might interest you.

This is also a little story on how I really like reading. I got given a book that I was forced to read. It was about how people survived when robots took over the world. I didn't understand it one little bit but when I got given another book called 'Once' by Morris Gleitzman, I read a page, one single page, and I was automatically hooked by book!

I wrote this to say thank you. It helped me so, so much now and in the future. I would really recommend Toe By Toe for anyone over the age of 7 who is struggling with reading and sounding out words. For me, it gave me confidence and strength to not be shy anymore. In Grade 3 I was really shy but now I am much more confident and believe in myself more. Sincerely thank you!  
Tom (Melbourne).



▶ [Accessible news matters. Here's why | Neurodiverse journalist](#)



► [HYGTJ?! | Dyslexia is why this production manager is so good](#)

As a child with dyslexia, Frank Imperiale always had to think 10 steps ahead to account for his reading challenges and anxiety. Today, thinking ahead is a skill that's served him well in his career as a production manager for live events. His impressive list of credits includes the NYC Marathon, comedy shows, concerts, and more. Get Frank's advice on how to turn your learning and thinking differences into strengths. And hear what Whoopi Goldberg, who also has dyslexia, once shared with Frank backstage.

To find a transcript for this episode and more resources, visit the episode page at Understood. <https://www.understood.org/podcast/ho...>



► [HYGTJ?! | "Math dyslexia" can't stop this chef and business owner](#)

By the time Raquel Fleetwood was diagnosed with a learning disability at age 8, she had already discovered her passion: cooking. By 16, inspired by her Black Latino roots, she was selling cheese flans in NYC — and building confidence with each gig that followed. Now, Raquel is the owner and chef of a catering company that delivers 75,000 meals in an average year.

Listen to hear how Raquel turned her love of food into a career. Learn her secret for managing challenges with math, spoken language, and organization as an adult. And get her advice on how to make your strengths shine when you have learning differences.

To find a transcript for this episode and more resources, visit the episode page at Understood. <https://www.understood.org/podcast/ho...>

We love hearing from our listeners. Email us at [thatjob@understood.org](mailto:thatjob@understood.org). Understood is a non-profit and social impact organization dedicated to shaping a world where the 1 in 5 people who learn and think differently can thrive.



## Dyslexic Design Thinking

### In Case you Missed It . . . PODCAST

Creative director Gil Gershoni connects with amazing dyslexics from around the world, exploring how we reimagine dyslexia as a hyper-ability.

Together with co-hosts Kate Power and Kathy Iwanczak Forsyth, Gil talks to surgeons, architects, authors, farmers, entrepreneurs and designers about the advantages of the dyslexic mindset and outlines the steps needed to build awareness and effect change. [Listen here](#).



### [Episode 24 - Building brands, word play and learning about dyslexia while recording the podcast - Dyslexia Life Hacks](#)

In this episode of The Dyslexia Life Hacks Show, Matt is talking Jason Flinter. Since 1996 he has been working on building brands. Jason has self-diagnosed with dyslexia; you will hear during this podcast how he finds out more and more about what dyslexia and how is life and career has been positively shaped by it and we look into how things were different for his much younger sister.

Despite only having good grades in his art subjects, Jason got accepted onto university and studied graphic design. Having graduated in the 80s he found computers interesting and was ahead of the curve with learning how to do design on a computer. We talk at length of how important branding is - it is not what people initially think.

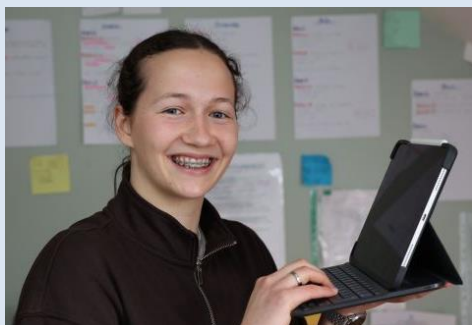
Jason has a great love for wordplay that he uses when creating Brand taglines and he is also a keen songwriter and really enjoys the puzzles of how to make words into play with each other.



### **MUSC doctor gives TEDxCharleston talk about his path to successful career**

John Rhodes went from scoring a 1 on the reading portion of his MCATs to becoming a respected cardiologist, professor, published researcher and, now, public speaker.

**[Read more.](#)**



### **Learning with dyspraxia: 'I finally got a reason for my clumsy nature'**

Biggest challenges for young people with condition are usually in school

26 April 2022

**Peter McGuire**

Dyspraxia is estimated to affect somewhere between 6 and 10 per cent of the population, but it remains a largely hidden disability – and one that can negatively impact a child's schooling and life outcomes.

Also known as developmental co-ordination disorder (DCD), dyspraxia is primarily a condition that affects physical co-ordination. About 2 per cent of people are severely affected. Róisín Keane (18) was first diagnosed when she was nine.

"It was interesting to finally get a reason for my clumsy nature," she says. "It affects me in my everyday life. I'd bump into things or bang doors every so often. As a child, I had a hard time catching a ball."

Read full article in The Irish Times at:

**[Learning with dyspraxia: 'I finally got a reason for my clumsy nature' \(irishtimes.com\)](https://www.irishtimes.com)**

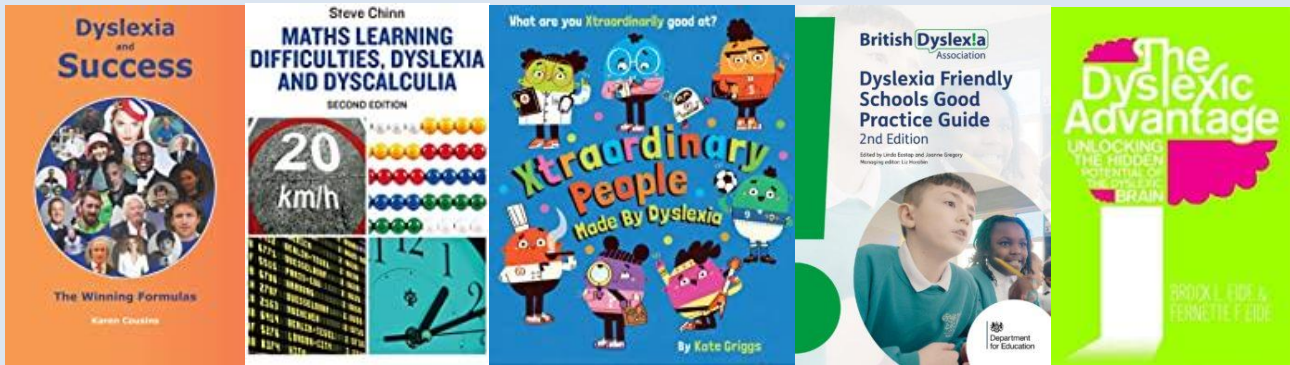
### **#MyDyslexiaStory: Toyin Adjei - British Dyslexia Association (bdadyslexia.org.uk)**

Read her story at link above which includes this advice for someone who has recently been diagnosed with dyslexia:

- There's assistance available, why limit yourself and suffer in silence when you can get help.
- Get a Disability Tutor/ Coach - as each person is unique, a disability tutor will advise and assist you with what is available to you. Access to Work will help you achieve your potential, through assistive technology if needed.
- When going for a Job Interview, if you declare your disability and you meet the job specifications, you are guaranteed an interview.
- Being dyslexic doesn't make you dumb or stupid. Dyslexia means you have a neuro-difference and therefore learn and process things differently.



And finally . . .



## HELP! Recommendations requested please

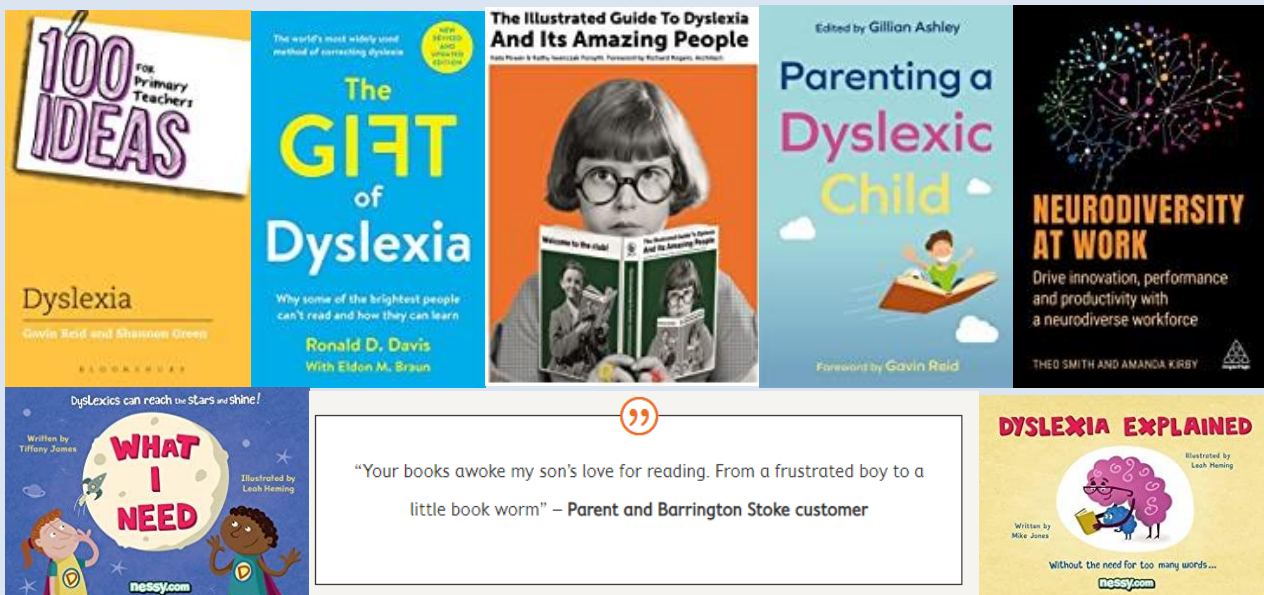
The WDA is in the process of sorting out many books and other resources that have kindly been donated by retiring dyslexia tutors in recent years. We are now planning to make these available to borrow through Wiltshire libraries and would love to buy new publications to bring the collection up to date.

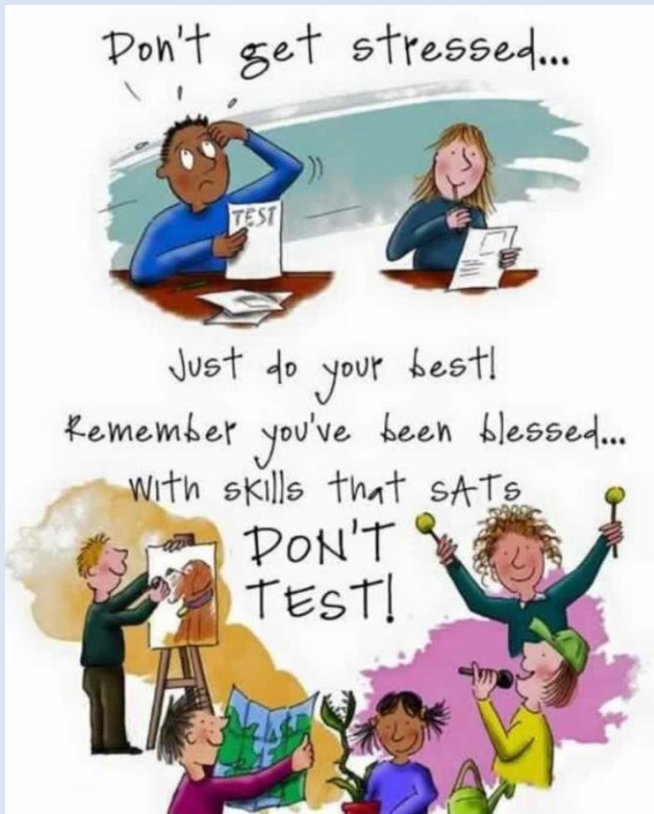
**It would be hugely appreciated if you could please help by telling us which book/s you would recommend I add to our shopping list.**

The books would be for anyone seeking information about dyslexia – parents and carers, teaching staff, employers, support staff in various organisations. We also aim to purchase ‘dyslexia friendly’ reading books for children and young people.

I am also interested in recommendations for books about dyspraxia, dyscalculia and dysgraphia!

Please email me at: [caroline.fowke@btinternet.com](mailto:caroline.fowke@btinternet.com) Many thanks indeed. 😊





**MINUTE AND MINUTE  
SHOULDN'T BE SPELLED THE SAME.**

**I'M NOT CONTENT WITH THIS CONTENT.**

**I OBJECT TO THAT OBJECT.**

**I NEED TO READ WHAT I READ AGAIN.**

**EXCUSE ME BUT THERE'S NO EXCUSE FOR THIS.**

**SOMEONE SHOULD WIND THIS POST UP  
AND THROW IT IN THE WIND.**



The games get pretty crazy at English teachers' parties.

## Caroline Fowke

WDA Secretary and Helpline  
[caroline.fowke@btinternet.com](mailto:caroline.fowke@btinternet.com)  
 Home: 01249 655489  
 Details - see our [flyer](#)



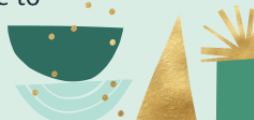
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