

Index

- ability tests, Wechsler Intelligence Scale for Children (WISC) 39–40
- accelerated learning techniques 164–5
- advice and support 19–23
- after-school activities 62
- alternative approaches 149–67
 - accelerated learning techniques 164–5
 - comment on alternative treatments 166–7
 - controversial treatments 150–1
 - Davis Dyslexia Correction Method 158–60
 - dyslexia, dyspraxia and attention treatment (DDAT) 162–4
 - educational kinesiology 161–2
 - exercise and movement 160–1
 - fatty acids and supplements 156–7
 - learning styles and alternative interventions 165–6
 - Mozart Effect 164
 - other dietary treatments 158
 - visual approaches 151–6
- application forms 123–4
- Asfedic Tuning 155
- assessment 17–18
 - feedback 36
 - importance 25–7
 - issues 52–4
 - see also* identification and assessment
- assessment report interpretation 37–52
 - background details 37–8
 - conclusion 52
 - educational implications 47–8
 - recommendations 48–52
 - results and interpretation 41–7
 - test behaviour/attention and concentration 38
 - test used 38–41
- attainment tests, Wechsler Objective Reading Dimensions (WORD) 39–41
- attainments 45–7
- attention deficit disorders 189–90
- auditory modality 3
- Australia 106–7
 - Giorcelli Educational Consultancy Services 106
 - Specific Learning Difficulties Federation (SPELD) 106
- autistic spectrum disorders 190
- autoimmune system ailments 13

- balance 137–8
- beyond school 112–29, 144–5
- career advice 125–8
 - questions and concerns of young people 112–24
 - self-advocacy 121–2
- brain gym 85
- British Dyslexia Association 19–20
- parent group 84
- buddies 65
- Buzan centres 85
- Canada 107–8
- British Columbia Confederation of Parent Advisory Councils (BCCPAC) 107
 - Canada Dyslexia Association 108
 - International Dyslexia Association (IDA) 108
 - Learning Difficulties Association of British Columbia 107
 - Orton–Gillingham Learning Center 107
 - Parent Advocacy Training 107
 - Remedial Education for Adults and Children (REACH) 107–8
 - Simultaneous Multisensory Teaching (SMT) 108
 - The School Act (British Columbia) 107
- career advice 125–8, 145–6
- interview and job 126–7
 - preparation for employment 127
 - questions for career adviser 125–6
 - settling into employment 127–8
 - subject choice 195–6
 - transition to work 126
- Caribbean Dyslexia Association 109
- characteristics 2–8, 16, 26
- auditory modality 3
 - continuum of characteristics 5–8
 - individuality 2–3
 - information processing cycle 3–4
 - organising information 4
 - reading and writing 4
 - short-term memory 4
 - written work 3
- checklists 29–30
- choices and decisions 193
- careers/subject choice 195–6
 - schools 194–5
 - support 193
- ChromaGen™ system 152–3
- class teacher 34
- cognition 58–9
- cognitive assessment 41–2
- cognitive/learning, difficulties, affect and intervention 14–15
- coloured overlays 85, 153–4
- communication 18–19
- comprehension 59–60
- computer programs 50–1
- Memory Booster 51
 - Nessy 50
 - Starspell 50
 - Word Shark 50
- Computerised Cognitive Screening (CoPS) 27–8
- consistency with school 67
- Davis Dyslexia Correction Method® 85, 158–60
- developmental coordination disorders/dyspraxia 190
- Disability Discrimination Act 1995 118–19, 122
- dyslexia 1–24
- characteristics 2–8, 16, 26
 - definition 16–17
 - finding out 8
 - misconceptions 9
 - parental issues 17–23
 - understanding dyslexia 9–16
- dyslexia, dyspraxia and attention treatment (DDAT) 85, 142, 162–4
- fatty acids 156–7

Index

209

- Dyslexia Early Screening Test (DEST)
12, 27–8
- Dyslexia Pre-School Early Screening
Test (PREST) 27–8
- Dyslexia in Scotland 101–2, 166
- early screening 27–8
Dyslexia Early Screening Test 28
Lucid CoPS Cognitive Profile System
28
PREST 28
- Education Act 1994, inclusion
89
- educational implications 47–8
- educational kinesiology 161–2
- educational psychologist 33
Wechsler Intelligence Scale for
Children (WISC) 33
Wechsler Objective Language
Dimensions (WOLD) 33
Wechsler Objective Reading
Dimensions (WORD) 33
- educational/environment/learning
experiences 15
- emotions 139–40
- employer attitude to dyslexia 122–3
- England and Wales Code of Practice
2001 95–7
Individual Educational Plan (IEP)
96
Parent Partnership Schemes (PPSs)
96
- equity and education 94–5
- Europe 108
- European Dyslexia Association
20
- exercise and movement 160–1
primitive reflex inhibition
160–1
- Fast Forward phonics 85
- fatty acids and supplements 85, 142,
156–7
comment 157
- filing 65
- frustration 136–7
- genetic factors 12–13
- helping myself 124
- Hong Kong Dyslexia Association 109
- Hungary, Startdyslexia 169
- identification and assessment 25–55
assessment 35–6
assessment importance 25–7
assessment issues 52–4
assessors 30
checklists 29–30
early screening 27–8
interpreting assessment reports 37–52
parental participation 35
role of professionals 31–5
Special Needs Assessment Profile
(SNAP) 28–9
understanding assessment reports
36–7
- inclusion 89–91
Education Act 1994 89
Salamanca Statement 1994 94
- Independent Parental Supporter (IPS) 98
- Individual Educational Plan (IEP) 96
- information 168–92
books 169–80
computer programs 184–5
interactive literacy games 182–3
organisations and information sources
185–8
other specific learning difficulties
191–2
phonic resources 183
programmes 180
publishers/products/services 188–91
- information processing 56–60
cognition 58–9
cycle 3–4
input 57–8
output 59

- input 57–8
 kinaesthetic modality 58
 tactile modality 58
 ‘Inspiration’/other similar programs 49
 Institute for Neuro-Physiological
 Psychology (INPP),
 Developmental Exercise
 Programme 160–1
 Interactive Observational Style
 Identification (IOSI) 73–5
 International Dyslexia Association
 (IDA) 19–20, 95, 104
 Full Funding of Individuals with
 Disabilities Education Act 2001 95
 Individuals with Disabilities Act
 (IDEA) 95
 new group 84
 Perspectives 20, 149
 Reauthorization of Elementary and
 Secondary Education Act 2001 95
 Intuitive Colorimeter 152
 Irlen system 152
- keyboard skills 51
 KAZ (Keyboarding A–Z) 51
 Kidspiration 49
 kinaesthetic modality, input 58
- learning and dyslexic children 56–76
 comprehension 59–60
 information processing 56–60
 learning styles 72–5
 memory skills 61–3
 organisation 63–6
 pre-reading discussion 60–1
 reading 66–7
 reading practice 67–8
 self-esteem 70–2
 spelling 68–9
 TextHelp[©] 69
 writing 70
 learning styles 72–5
 emotional 72
 environmental 72
- Interactive Observational Style
 Identification (IOSI) 73–5
 Learning Styles Inventory 72–3
 physiological 73
 psychological 73
 sociological 72
 legal issues 123
 legislation and parent empowerment
 94–111
 Australia 106–7
 Canada 107–8
 England and Wales Code of Practice
 95–7
 equity and education 94–5
 Europe 108
 general comments 108–10
 New Zealand 104–6
 Parent Partnership Schemes (PPSs)
 97–9
 Republic of Ireland 102–3
 Salamanca Statement 1994 94
 Scotland legislation 99–102
 Special Educational Needs and
 Disability Act 2001 97
 UK 118–22
 USA 103–4
 Lucid CoPS Cognitive Profile System 28
- Magnocellular Deficit Hypothesis 11
 Meares–Irlen Syndrome *see* scotopic
 sensitivity
 memory skills 61–3
 Mind Mapping[©] 63
 mnemonics 63
 repetition and over-learning 62
 short-term memory 61–2
 Mind Mapping[©] 63, 85
 mnemonics 63
 motor control 12
 Mozart Effect 164
- neurological/brain
 genetic factors 12–13
 hemispheres 9–10

- implications 11
- motor control 12
- phonological skills 10–11
- visual aspects 11–12
- New Zealand 104–6
 - Learning and Behaviour Charitable Trust (LBCTNZ) 105–6
 - Parents as First Teachers (PAT) programme 105
 - Resource Teacher for Learning and Behaviour (RTLB) 106
 - Specific Learning Difficulties Federation (SPELD) 20, 105–6
- No Child Left Behind Act 2001, USA 103–4
- Northern Ireland 21–2
- Optim-Eyes™ 152–5
- organisation 63–6
 - buddies 65
 - difficulties 141
 - filing 65
 - information 4
 - presentation 65–6
 - provision 85–6
 - routine 65
 - support 83
 - time-tabling 64
- output 59
- Parent Partnership Schemes (PPSs) 96–9, 134–5
 - core activities 98
- Independent Parental Supporter (IPS) 98
- SNAP Cymru Independent Parental Support Service 98–9
- special educational need (SEN) 98
- parental issues 17–23
 - advice and support 19–23
 - assessment 17–18
 - balance 137–8
 - communication with school 18–19
 - emotions 139–40
 - frustration 136–7
 - trust 137
 - understanding 138
- parental support 77–93
 - communication with school 78
 - dyslexia-friendly school 87–9
 - inclusion 89–91
 - meetings at school 79–81
 - organisation provision 85–6
 - organisation support 83
 - pre-meeting pointers 81–3
 - professionals and involvement 79–81
 - questions for school 78–9
 - self-advocacy 91–3
 - setting up parent group 83–4
 - speaker areas/ideas 84–5
 - working at home with child 86–7
- parents' and children's voices 130–48
 - key issues 136–40
 - parents' anxieties 131
 - parents can be dyslexic 146–7
 - parents' responses 131–6
 - questions parents ask 140–6
 - summary of parents' responses 147–8
- parents' responses
 - difficult factors for parents 131–2
 - emotional aspects 132–6
- performance scales 44–5
- phonological skills 10–11
- presentation 65–6
- professionals and involvement 79–81
- professions to avoid 117
- questions and concerns of young people
 - A–Z of professions 113–17
 - dyslexia and application forms 123–4
 - employer attitude to dyslexia 122–3
 - helping myself 124
 - legal issues 123
 - professions to avoid 117
 - type of work 113–17
 - university/college course support 118–22

- reading 66–7
 - bottom-up model 66
 - consistency with school 67
 - fluency 48–9
 - games 68
 - implications of models for parents 67
 - models 66–7
 - practice 67–8
 - pre-reading discussion 60–1
 - top-down model 66–7
 - and writing 4
- Red Rose School, St Anne's 90
- repetition and over-learning 62
- Republic of Ireland 102–3
 - Task Force on Dyslexia 102–3
- resources 51–2
- role of professionals 31–5
 - class teacher 34
 - educational psychologist 33
 - role of parents in assessment 34–5
 - specialist teacher 34
- routine 65
- school 194–5
 - class/teacher discussion 49
 - communication 18–19, 78
 - consistency 53
 - dyslexia-friendly 87–9
 - meetings 79–83
 - pre-meeting pointers 81–3
 - questions for 78–9
- Scotland
 - Coordinated Support Plans (CSPs) 100
 - Count Me In* 102
 - Dyslexia Scotland 101–2
 - Education (Additional Support for Learning) (Scotland) Bill 100
 - legislation 99–102
 - other initiatives 101–2
 - Parent to Parent Tayside 102
 - Partnership: Professionals, Parents and Pupils 34–5
 - Record of Needs 101
 - SPIRE project 101–2
- scotopic sensitivity 151–2
 - ChromaGen™ system 152–3
 - Intuitive Colorimeter 152
 - Irlen system 152
 - Optim-Eyes™ 152–3
 - TintaVision© 152
- self-advocacy 91–3, 121
- self-esteem 70–2
 - child's learning style 72
 - comparison with others 71
 - limit homework 72
 - peer friendships and clubs 71
 - praise 71
 - work positively with school 72
- setting up parent group 83–4
 - speaker areas/ideas 84–5
- short-term memory 4, 61–2
- SNAP Cymru Independent Parental Support Service 98–9
- special educational need (SEN) 98
- Special Educational Needs and Disability Act 2001 97, 118–19
- Tribunal 97
- Special Needs Assessment Profile (SNAP) 28–9
- specialist teacher 34
- Specific Learning Difficulties Federation (SPELD) 20, 105–6, 169
 - new group 84
- speech and language difficulties 190
- speed of processing 49
- spelling 68–9, 144
 - characteristic errors 145
 - look, cover, write and check 69
 - spell-checkers 69
 - TextHelp© 69
- SPIRE project, Scotland 101–2
- study skills 49–50
 - cognition 50
 - input 50
 - output 50
- support 193

- Task Force on Dyslexia, Republic of Ireland 102–3
- test behaviour/attention and concentration 38
- test recommendations 48–52
- class/teacher discussion 49
 - computer programs 50–1
 - ‘Inspiration’/other similar programs 49
 - keyboard skills 51
 - reading fluency 48–9
 - resources 51–2
 - speed of processing 49
 - study skills 49–50
- test results and interpretation
- attainments 45–7
 - cognitive assessment 41–2
 - performance scales 44–5
 - summary of cognitive assessment 45
 - verbal scales 43–4
- tests 38–41
- ability tests 39
 - attainment tests 39–41
 - used 38–41
- TextHelp[©] 69
- time-tabling 64
- TintaVision[©] 152, 155
- Asfedic Tuning 155
- trust 137
- type of work 113–17
- UK 118–22
- Disability Discrimination Act 1995 118–19, 122
 - Phelps v. London Borough of Hillingdon 1997 110
 - Special Educational Needs and Disability Act 2001 97, 118–19
- understanding 138
- understanding assessment reports 36–7
- understanding dyslexia
- cognitive/learning 13–15
 - educational/environment/learning experiences 15
 - neurological/brain 9–13
- university/college course support 118–22
- USA 103–4
- assessment issues 52–4
 - beyond school 120–1
 - International Dyslexia Association (IDA) 19–20, 95, 104
 - No Child Left Behind Act 2001 103–4
- verbal scales 43–4
- visual approaches 151–6
- Asfedic Tuning 155
 - coloured overlays 153–4
 - comment 155–6
 - different systems 152–3
 - Optim-EyesTM 154–5
 - scotopic sensitivity 151–2
 - visual dyslexia 154
- visual aspects 11–12
- visual dyslexia 154
- Magnocellular visual system 154
- Wales, SNAP Cymru Independent Parental Support Service 98–9
- Wechsler Adult Intelligence Scale (WAIS) 33
- Wechsler Intelligence Scale for Children (WISC) 33, 39–42
- Wechsler Objective Language Dimensions (WOLD) 33
- Wechsler Objective Reading Dimensions (WORD) 39–41
- working at home with child 86–7
- writing 3, 70

