Dyslexia Discovery Day 9

<mark>April 2012</mark>

Complied by **Liz Dunoon** Please Share It Around

For More Free Info And Resources Go To

www.helpingchildrenwithdyslexia.com

Or my Facebook Page

http://www.facebook.com/HelpingChildrenWithDyslexia/posts/397848490242935#!/HelpingChildrenWithDyslexia

See Calendar of Events on my Website for events in your State

http://www.helpingchildrenwithdyslexia.com/calander.html

In this newsletter

- Australia's National Year Of Reading 2012
- Studies indicate that Australia has 46% rate of illiteracy
- The Ten Minute Tutor - Coming <u>Very</u> Soon
- Tips For Dealing With Homework
- NSW Education Dept launches teacher training for Dyslexia
- Glossary of LD terminology
- Recommended IPAD Apps
- ADA – New 2012 dates for MSL teacher courses
- Australian Tour for Neil Mackay – Dyslexia Friendly Schools
- Universal Access To Reading Software – By Gerry Kennedy
- A fun way to learn and remember Multiplication Tables (print it)

For those of you who are living overseas my book 'Helping Children With Dyslexia' is now available in bookshops in the UK or via Amazon. I also ship orders from my website worldwide for a flat fee of Aus $7.50.

If you have previously purchased my book and are having any problems downloading the 3 free 'teach your child at home' eBooks please email me on liz@helpingchildrenwith dyslexia.com

Did you know that 2012 is the **Australian National Year of Reading? YIPPEE!** There are some great resources on this website. Thanks to tutor Diane Philipson and parent Amerson Stephenson for letting me know about them

http://www.love2read.org.au/love-reading-literacy.cfm

http://www.love2read.org.au/index.cfm

46% Functional Illiteracy - REALLY?
The National Year of Reading team gets lots of emails and phone calls about the 46% statistic. Naturally people are horrified and disbelieving. If you've had questions about this statistic, you are welcome to use our fact sheets around literacy in Australia. You can find these at:
www.love2read2012.wikispaces.com/file/view/NationalYearofReadingLiteracyFactsheetv2.pdf
www.love2read2012.wikispaces.com/file/view/NationalYearofReadingLiteracyFactsheet46%25.pdf

And the original statistics for the 46% came from the 2006 *Adult Literacy and Life Skills Survey* http://www.abs.gov.au/ausstats/abs@.nsf/mf/4228.0

A survey by the Australian Industry Group in May 2010 of major employers also found that more than 75% felt their businesses were affected by low levels of literacy and numeracy in the workforce.
http://www.aigroup.com.au/portal/site/aig/education/workforceliteracy/

The Ten Minute Tutor - Launching May 2012

It gives me great pleasure to be able to provide further assistance to the many families, children, teens, adults and educators who are dealing with learning difficulties and disabilities via my books, website and presentations. In the process I also provide access and direction to locate resources and services to allow children to catch up at school with reading and spelling and to rebuild self-esteem and confidence.

This journey has made me realise that there is not an individual program available that properly fulfils everybody's needs in a timely, effective and affordable fashion. Having a child who struggles to learn at school is expensive and let's face it; not everybody can afford the resources and extra tutoring required. This can be heartbreaking. After consultation with many parents and educators, I have spent the last three years creating The Ten Minute Tutor, which does just that.

The Ten Minute Tutor (TTMT) is a streamed video program with downloadable printouts. It is flexible, uses a real person (me with lots of guests) and is affordable at Aus$49.00 per month. It not only teaches students how to read and spell logically, it also helps individuals to rebuild their lives and their confidence by providing strategies, life skills and interviews with real people who have suffered learning difficulties and have overcome adversity to move forward and succeed.

TTMT is internet based and can be used anywhere an internet connection is available. 28 Ten minute video tutorials are provided every month along with 28 downloadable printouts. The videos can be watched daily or whenever a student's time allows. Topics covered are Phonics, Words and Spelling, Punctuation and Grammar, Reading, Singing, Tips For Life and Inspirational Interviews.

Children, teens and adults who struggle at school and work to learn, invariably come home tired and in need of a mental break. Hours of extra tutoring are hard to deal with when individuals should be spending time doing what it is they are good at whether that be sport, art, computers, design, music, inventing, running businesses, working, performing arts and the list goes on. Oh… and don't forget helping around the house and completing homework too. TTMT is designed to be a daily 10 minute commitment, which can be completed at anytime of the day. Parents and teachers can keep track of progress using the print outs from Interview Day which feature a checklist to work through.

I will be launching TTMT in May 2012 and prior to launching current members of my website will be offered a special pre-launch deal. This is because many of you have been my inspiration to create this program. Shortly I will be sending you a link to the TTMT website which is almost ready to launch. You can then visit the website to learn more about TTMT and what it can offer to your family and your students. More info will be coming your way very… very… soon. Liz Dunoon

---

I found this article from The Age on Monday 26/03/12 that you might be interested in regarding dyslexia teacher training in Australian schools:

http://www.theage.com.au/national/-1vahy.html

Thanks to teacher, Joanne Howard for providing this link

Homework Proving To Be A Pain For Your Child Or A Student?

Check out these 5 steps to assisting children with LD to complete it to the best of their ability

http://www.ldonline.org/article/202/

Here is a link to a lovely site that encourages youngsters to read:
http://www.readingbear.org/

Need to write an essay for a senior school assignment or assessment?

http://www.spark-space.com/index.php?id=essaywriter

Learn about technology to assist a child with LD from this Canberra Times Article

http://www.canberratimes.com.au/act-news/facing-challenges-of-learning-20120210-1t9cy.html

Thanks to ICT Consultant Gerry Kennedy for providing this info

Amazing Youtube clip Make sure you watch it...... then get your kids to watch it...... and your child's teachers too

http://www.youtube.com/watch?v=8m1fCz3ohMw&feature=related

"Dyslexia: A Hidden Disability," produced by the Kennedy/Marshall Company, is an excellent documentary on adults and children who have dyslexia and the doctors and educators who are working to make a difference in their lives. It features interviews with Steven Spielberg, Charles Schwab, Whoopi Goldberg, Sally Shaywitz, and Craig Watkinson.

Thank you Anne Witchcomb for telling me about it

Dyslexia Tutor – Diane Philipson comes out of retirement to do what she does best

Late last year I had the pleasure of meeting with Educational Specialist, Diane Philipson, who is the creator of 'The Sounds of Reading', a systematic program to teach reading using sound and colour. This program is particularly effective for kids with dyslexia. Diane developed this program after studying linguistics at Macquarie University NSW.

After moving to Sydney to be closer to family, Diane thought she was ready for retirement after tutoring 100's of students in the Newcastle, NSW area over many, many years. I spent two days with Diane and she took me through her amazing program. This program represents Diane's life's work and her passion. I reminded her that there were still many more children out there that needed her years of expertise and experience to learn to read - and it worked. Diane is now back tutoring via SKYPE, so if you live in a remote area of Australia or require a specific reading tutor for your son or daughter or a student, contact Diane via her email booknook@gmail.com I have no doubt she will be in high demand so don't leave it too long. Here is her website for more info on her program http://www.soundsofreading.com.au/ 'Welcome back Diane' - Liz

Ever wondered what those technical words on your child's assessment report actually mean?
A comprehensive Glossary of LD terminology
http://www.ldonline.org/glossary#D

TCEA Recommended IPAD apps. This page will alter as more Apps are added. Keep this link handy

https://docs.google.com/spreadsheet/ccc?key=0AvFbfb1mWoNwdGlweWtkZkFRS1gzUDMtTUtoTEw0MkE#gid=0

An onscreen timing device to help kids to get more organised with time and the allocation of it

http://www.online-stopwatch.com/eggtimer-countdown/full-screen/

TEACHERS AND SCHOOL COMMUNITIES

The Australian Dyslexia Association continues to expand their services and provides Orton Gillingham teacher training. See the link below for dates and locations for upcoming Multi Sensory Language (MSL) courses.

http://dyslexiaassociation.org.au/index.php?page=msl-training-provider

Have a look at this Youtube video demonstrating teaching math without words. Very interesting – See bottom left video – Dr Matthew Peterson

http://www.mindresearch.net/

Upcoming Neil Mackay Tour – Dyslexia Friendly Schools

AUSPELD has arranged a national tour involving Neil Mackay, (initiator of the dyslexia-friendly school program in the UK) to take place in Australia in June this year. Specific details can be found both on the AUSPELD website (www.auspeld.org.au) and on each state SPELD's website. There will be both teacher workshops and parent workshops.

Mandy Nayton
Executive Officer
DSF Literacy and Clinical Services
08 9217 2500 / www.dsf.net.au

Letter to the Age Newspaper 1/12/11 – An interesting comment on Reading Recovery

AN INEFFECTIVE MODEL

There is an unfortunate myth that Reading Recovery is an effective program for helping young children with reading difficulties. Research dating back 20 years or more, does not support this belief. There are initially small gains in reading scores following Reading Recovery, but these gains are soon lost, and children with more severe difficulties do not benefit at all. These results were documented by Professor Kevin Wheldall of the Macquarie University Centre for Special Education in the 1990s, and confirmed by a Victorian study by the Australian Council for Educational Research for the Catholic Education Commission of Victoria, published in 2003. These results were ignored because of an ideological commitment to the whole language approach to the teaching of reading, on which Reading Recovery is based

This approach is now being abandoned in the UK and the US, where more effective approaches are being adopted. Macquarie University has also developed an alternative to Reading Recovery, the MiniLit program, which is

based on scientific evidence as to how children learn to read. As a small group program, it is cheaper to administer than the Reading Recovery one-on-one program, and it is more effective because it focuses on the essential skills that the children need to acquire to read accurately, fluently, and with comprehension. So congratulations to the Education Department's northern metropolitan region for cutting funding to Reading Recovery tutors. One can only hope that savings go into more cost-effective programs.

Molly de Lemos, former Research Fellow, Australian Council for Educational Research, Hawthorn East

http://theconversation.edu.au/use-your-brain-and-teach-children-to-read-properly-3579

A great article on the process of learning to read by Kerry Hempenstall who has also written many other articles on the reading process.

You may find other articles of interest on his webpage at http://www.rmit.edu.au/staff/kerry_hempenstall

In my last newsletter I made comment on a new course being offered by the NSW Education Dept for teachers. Due to the overwhelming response by parents and teachers I have since been asked to post this NSW Ed Dept comment about the course, now up and running. It has also been indicated to me by teachers currently doing this course that if deemed successful the course may be rolled out across the other states of Australia. Feedback to me to date has been very positive - Liz

NSW Department of Education and Communities' online learning course: Understanding dyslexia and significant difficulties in reading

In 2009 the NSW Department of Education and Communities introduced a suite of online learning courses for its teachers in key areas of special education need, including autism, behaviour, language and communication needs, and motor coordination. The courses are delivered through a blended model of face to face tutorials or workshops, and online study

time over about 10 weeks. Teachers are accredited for their learning in the courses by the NSW Institute of Teachers.

In 2012, the Department will introduce a new course, *Understanding Dyslexia and Significant Difficulties in Reading*.

The Department licenses these online learning courses from a not-for-profit specialist provider based in the United Kingdom. All of the courses have been tailored for use by the Department.

The courses are provided by the Department to support its teachers and other educational personnel in NSW public schools in responding to the diverse additional needs of students. The terms of the Department's license for the courses limits access to its employees and nominated persons associated with NSW public schools.

Access to the courses is through school regions. Each region plans and coordinates the ongoing delivery of courses in a sustainable way according to local needs and priorities. This may include targeting training for particular personnel or NSW public school communities at various points in time.

It is anticipated that there will be a high level of demand for the new online course in significant reading difficulties. The Department anticipates that regions will prioritise access in the first instance for specialist teachers and classroom teachers in NSW public schools where there are identified needs.

Further information about the online learning courses, including contact details for relevant regional staff that coordinate the online learning, is available at:

http://www.inclusiononlineaus.net/index_local_1.asp?stateid=1 .

Title: **Universal Access to Reading Software**

Author: Gerry Kennedy © October 2011

Software: Reading software technologies systems and devices

Author: Gerry Kennedy © October 2011   Email: specmelb@bigpond.net.au P: 03 9894 4826 M: 0411 569 840

1. Introduction

Students live in a world of symbols, icons and words. Every day they process printed text online and in printed newspapers, journals and magazines, in school worksheets and handouts, in sports reports, recipes, product information, accounts, social web sites, text messages, online chat and/or emails. As emerging readers, they rely on their reading skills, comprehension and experience to understand and interpret the wealth of information crossing their paths at home and at school.

'Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, and syntax as well as context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).' [Source: http://en.wikipedia.org/wiki/Reading_%28process%29]

Some students struggle with reading. Many of these students may have one or combined conditions, including a reading disorder, literacy difficulty or disability, Dyslexia, ADD/ADHD, Acquired Brain Injury, Autism Spectrum Disorder, Aspergers Syndrome, Communication and Language Delay, Dyspraxia or an intellectual disability.

Visual dyslexia often referred to as Meares-Irlen Syndrome or Scotopic Sensitivity Syndrome might need to be investigated and the student assessed and properly tested to see whether this is an underlying factor.

[Refer to: http://www.dyslexiaservices.com.au/]

Other students experience difficulties as English is their second language or is not spoken nor encouraged or promoted at home by parents and grandparents. Yet other students are simply disengaged from the learning process, and due to continued failure, they have lost confidence and

struggle with age appropriate strategies and skills. After teenage years start, locating suitable stimulating material and content can prove to be difficult.

These struggling students may need intervention and assessment as they have missed out on critical diagnosis in the early years. Due diligence in engaging the services of a suitably experienced and qualified Child Psychologist or Speech and Language Pathologist will help and guide parents and educators to help determine the necessary interventions, methods, treatment and technologies that will help them to master reading.

2. Technology and Societal Changes

In general, it is a matter of how young people are changing their attitude to reading. With the increased exposure to and influence of portable technologies that are small, discreet, relatively inexpensive and ubiquitous in our schools, homes and in the community, students are gravitating to them in preference to traditional hard copy and paper back books. With the advent of laptops, followed by Notebooks and Netbook computers, and particularly with the more recent use of Tablets including iPads and Android devices, access to information can be increasingly acquired via audio and video content and directly from internet services. Does this represent progress, or are we 'dumbing down' society and classrooms?

Some students, of any age, describe reading as being laborious, tedious, tiresome, difficult and unworthy of their time and attention. Attitudes of the 'YouTube generation' have altered the relevance for the need and ability to read fluently as they consider that movies, TV content, video clips and moving images relay information faster, more engaging and visually – accompanied with music, sound effects and narration. Educators are battling with how to 'control' and gainfully use emerging technologies that provide different avenues to research, obtaining data and accessing information.

Is education keeping up with the increasing speed and sophistication and evolution of information delivery systems? Is it finding ways to merge traditional reading strategies and skills so as to integrate and compliment technologies that can assist and re-engage struggling readers? Or do we embrace and gainfully use these new technologies to support students at risk and who struggle with reading and show them how to maximise the many benefits of electronic text and eLearning systems.

3. Background to Reading Skills

'There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes.' [Refer to http://en.wikipedia.org/wiki/Reading_%28process%29#Skill_development]

Reading print text, on paper, cardboard, posters, billboards or on other 'hard' surfaces as well as more recently electronically on computing and display systems and devices, is now an important way for the general population to access information. Historically it has not been the norm for most people. Only a small percentage of the population in many countries, mostly privileged or wealthy people, was considered literate before the Industrial Revolution.

'The earliest dated printed book known is the "Diamond Sutra", printed in China in 868 CE. However, it is suspected that book printing may have occurred long before this date. In 1041, movable clay type was first invented in China. Johannes Gutenberg, a goldsmith and businessman from the mining town of Mainz in southern Germany, borrowed money to invent a technology that changed the world of printing. Johannes Gutenberg invented the printing press with replaceable/moveable wooden or metal letters in 1436 (completed by 1440). This method of printing can be credited not only for a revolution in the production of books, but also for fostering rapid development in the sciences, arts and religion through the transmission of texts.' [Source: http://inventors.about.com/od/gstartinventors/a/Gutenberg.htm]

4. Learning to Read

Literacy is the ability to use the symbols of a writing system, in this instance, the English language. It is the ability to consistently and accurately interpret the information symbols represented and to be able to re-create those same symbols so that others using that language can derive the same meaning. Reading underpins every subject in the curriculum – not just in literacy lessons or subjects. It plays an important and pivotal role in building confidence and promoting self esteem. Children who are independent readers can process and interpret information and engage in the learning activities, at an acceptable level with competencies and skills commensurate with their peers.

Illiteracy is not having the ability or skills to derive meaning from the symbols used in a writing system. Analysis from the Australian Bureau of statistics found that 7 million Australians between the ages of 15 and 74 were below the acceptable benchmark for understanding *their own language* in print (in 2008).

5. Dyslexia

Dyslexia refers to a cognitive difficulty with reading and writing. The term dyslexia can refer to two disorders, either developmental dyslexia which is a learning disability or *alexia* - acquired dyslexia, often referred to as reading difficulties that occur following brain damage or trauma to the head. Most students with acquired brain damage can relearn and reacquire language with the necessary support and interventions. Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are phonological awareness, rapid automatic naming and verbal IQ.

It is critical that students learn to read at an early age and continue to read a wide range of literature. Children's books with illustrations, picture, drawings, cartoons and photos assist in enticing young children to explore the story, pore over the pages (or computer/iPad screen displays) and find meaning. Repetition, use of rhyme, and the gradual introduction of new vocabulary assists in developing skills and understanding.

Without adequate age-related and competency in reading skills, students' access, engagement, participation and progress through classroom activities and projects, due to their difficulties with reading, as well as writing and organisational skills, impedes their development and tends to cause behaviours that are negative and disruptive.

There is a list of critical skills that relate to reading success. It is important for struggling readers to receive intense, systematic and explicit instruction in a number of areas so that they can become, over time, proficient readers. These include phonemic awareness and practise with phonics, followed by fluency, increasing their awareness and appropriate use of vocabulary; and the ability to comprehend text. These five areas, plus the confidence to continue to master interpretation of text, are a fundamental part of any approach to promoting reading success with students.

A diverse and ever expanding range of compensatory inclusive technologies to support students exists. The research concerning the use of inclusive reading technologies indicates they can assist learners and that they can make advances in their overall learning and educational performance. Technology in the form of software, utilities, devices and portable tools is increasingly being used to remove barriers to learning and participation and provide access to knowledge and comprehension of text-based material.

6.   One Size Doesn't Fit All
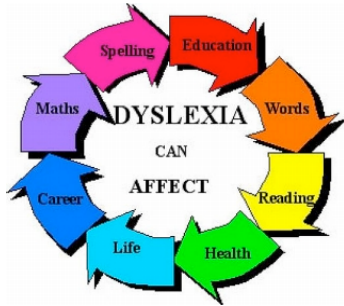
As with all areas of learning and skill development, there are competing methodologies, systems and conventions. There is no cure, nor one-size-fits-all solution. Having Reading Recovery classes in a school can help children, yet it is just *one* intervention and strategy to help young learners, albeit a positive one.

Every student is different. All children come to school with different experiences, from homes and environments where reading is promoted, celebrated, enforced, ignored or totally disregarded. Each child will have a propensity to learn independently or with support or struggle due to a wide range of reasons.

Use of phonics software might be required. Sub-lexical reading involves teaching reading by associating characters or groups of characters with sounds or by using phonics or synthetic phonics learning and teaching methodology. This is often argued to be in competition with whole language methods. Unfortunately, approximately ten per cent of English words do not follow typical letter-sound patterns.
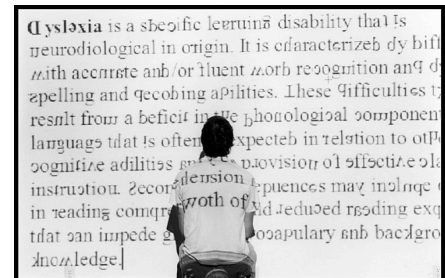
On the other hand, Lexical reading involves acquiring words or phrases without attention to the characters or groups of characters that compose them or by using whole language learning and teaching methodology. It has been argued that the whole language approach tends to impair learning how to spell. Which is right or wrong or the best method? The child's particular strengths and weaknesses need to be identified and with appropriate testing a range of options might prove to be the key. Schemes that teach young students to associate letters and letter patterns with the sounds they make as well as teaching blending, segmentation, sight word recognition are crucial in the development of reading and spelling ability.
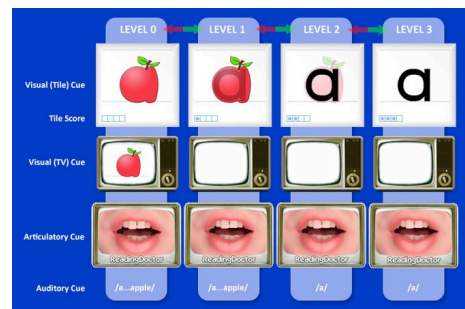
7.   Reading Software Genres

Educational software to assist in reading has previously been devoted to computer based software, the primary purpose of which is teaching or self-learning. Now the iPad and tablet technologies offer solutions, although many at this point in time are elementary and further development and sophistication may be required. Titles can be broadly described as being:

Home Based Software   Programs devoted to be used at home by parents with their children

Edutainment	A combination of teaching and learning methods combined with fun elements, primarily about entertainment but tends to educate as well. It is marketed partly under the educational umbrella. It is often not aimed at school curricula and does not necessarily involve educational advisors
Drill and Practise	Programs designed to assist with continued exposure and practise with rewards and games
Talking Books	Software where the text is spoken using actors' voice or synthesized speech, with features such as narration with onscreen highlighting, illustrations and animations some with inclusion and support features such as text and background colour options, custom pointers and switch access
Phonics Readers	Young readers are exposed to simple words first, such as dog and cat. The stories help to sound them out, letter by letter. Then they are gradually introduced to the sounds of the typical letter-patterns of English, such as '*sh*' and '*aw*'.
Phonics Games	Activities devoted to sounding out letters and blends, within fun activities and exercises
Spelling Software	Programs devoted to teach children the basics of spelling (e.g. WordShark V4)
Learning to Read	Whole courses designed to assist in students acquiring and mastering reading skills
Talking Word Processors	Software that will speak or voice text as it is typed or after it has been created, copied or scanned using real or computer synthesized voices
Symbol Word Processors	Software with text-to-speech together with picture, photo or symbol supports
Reading Supports	Software tools that assist with reading tools such as text to speech, text to audio, screen reading capabilities, screen masking, and tints, word prediction, optical character recognition, dictionary and thesaurus as well as data and organisational features and functions

Assessment Software	Programs that can assist in assessing skills with diagnostic tools and conventions
Courseware	The entire package may consist of one class or course bundled together with the various lessons, tests, and other material needed in a subject area or curriculum
Teacher Tools	Programs to create worksheets, cloze exercises, electronic lesson plans and worksheets

A.   Reading Software and Support Options

Reading Doctor Software   http://www.readingdoctor.com.au/

Read:Outloud   http://www.donjohnston.com/products/read_outloud/

Read On   http://www.edsoft.com.au/reo0400wl5

I-Read   http://www.edsoft.com.au/i-read

Lexia Reading   http://www.lexialearning.com.au/

Reading Freedom Pack   http://www.spectronicsinoz.com/product/reading-freedom-pack

BRAINtastic Reading Success   http://www.edsoft.com.au/eda-rs6-0002d

UpFront Reading Success   http://www.edsoft.com.au/eda-ur6-0001d

Read Live   http://readnaturally.com/

Fast ForWord   http://www.scilearnglobal.com/

i)   Talking Books and Readers (predominantly for younger students)

Dandelion Readers   http://www.crossboweducation.com/phonic_readers_dandelion.htm
                                 (Available SA Speld)

Fitzroy Readers   http://www.fitzprog.com.au/ (Available from SA Speld)

Nessy Tales   http://www.nessyshop.com/category-s/4.htm

Jolly Phonics Readers   http://jollylearning.co.uk/shop/ (Available from SA Speld)

SPELD SA Phonic Books   http://www.speld-
                                 sa.org.au/index.php?option=com_virtuemart&page=shop.browse&category_id=13
                                 &Itemid=47

Naughty Stories V2   http://shop.sherston.com/sherston/genre/talking-stories/v2ns-mlt-cdrm-
                                 1.html

PM Story Books   http://www.greygum.com.au/nebula/index.php/pm-story-books

Phonic Books (UK)   http://www.phonicbooks.co.uk/

Oxford Reading Tree   http://www.edsoft.com.au/oxford-reading-tree-for-clicker

Suitable for Middle Years Students

Spin Out Stories   http://www.greygum.com.au/nebula/index.php/spinout-stories

Don Johnson Start-to-Finish Books http://www.donjohnston.com/products/start_to_finish/library/index.html

ii)   Spelling and Phonics Programs

WordShark V4   http://www.spectronicsinoz.com/product/wordshark-4 or
http://www.edsoft.com.au/wordshark

The Spelling Centre   http://www.spellingcentre.com/ - an inexpensive but comprehensive
program for home use

Clicker Phonics   http://www.edsoft.com.au/clicker-phonics - works with Clicker 5 software

Don Johnson WordMaker   http://www.donjohnston.com/products/word_maker/index.html

Phonics Alive! Series   http://www.edsoft.com.au/phonics-alive-1

Phonics Focus   http://www.edsoft.com.au/education/phonics-focus

Letterland   http://www.letterland.com/

iii)   Literacy Support Tools

Texthelp Read & Write V10   http://www.spectronicsinoz.com/product/texthelp-readwrite-10-gold or
http://www.edsoft.com.au/texthelp-read-and-write-10-standard-windows-licences

ClaroRead   http://www.spectronicsinoz.com/product/claroread-v5-for-windows

MediaLexie   http://www.medialexie.com/accueil.php?langue=us

Kurzweil 3000   http://www.spectronicsinoz.com/product/14408

Wynn

http://www.freedomscientific.com/lsg/products/wynn.asp
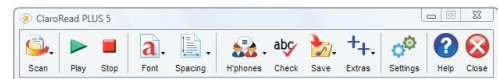
Refer to a very useful chart to compare features and functions of some of the commercial software mentioned above at: http://www.spectronicsinoz.com/article/literacy-support-software-comparison-chart

iv)   Word Processors

Clicker 5 ANZ	http://www.spectronicsinoz.com/product/clicker-5-anz-australiannew-zealand-version-2
TextEase Essentials CT	http://www.edsoft.com.au/education/textease-essentials
Write:Outloud	http://www.spectronicsinoz.com/catalogue/20794
Write Online	http://www.spectronicsinoz.com/product/writeonline
Communicate:Symwriter ANZ	http://www.spectronicsinoz.com/product/25254
IntelliTools Classroom Suite 4	http://www.spectronicsinoz.com/product/16429

v)   Teacher Tools

SpinWorks	http://www.greygum.com.au/nebula/index.php/spinworks
ClozePro	http://www.spectronicsinoz.com/product/clozepro
Test Talker	http://www.freedomscientific.com/lsg/products/testtalker.asp
CAST UDL Lesson Builder	http://www.cast.org/learningtools/lesson_builder/index.html
Mind Play	http://test4free.com/

B. Freeware

MyStudyBar	www.eduapps.org – up to 5 reading tools within this floating toolbar
AccessApps	www.eduapps.org – some reading tools included
MS Reader	http://www.microsoft.com/reader/ - Microsoft Reader is a free, downloadable software application that allows users to read eBooks on Windows-based devices that users own
Thunder – Screen Reader	http://www.screenreader.net/ - Thunder is a free screen reader talking software program for people with little or no sight. It works well with MS Windows 7, Vista or XP and is available all over the world in 8 languages.
Study Dog	http://www.studydog.com/ - a free online early reading software program

C. Online literacy web resources:

The Spelling Center	http://www.spellingcenter.com/ - free online dictionary, thesaurus tools
Interactive Reading Sites	http://jc-schools.net/tutorials/interact-read.htm
Starfall	http://www.starfall.com/

ELR Software	www.elr.com.au/downloads.htm - Extra Language Resources (ELR), Build a Sentence, Word Meanings, Rude Readers, Word Cue Trainer, Literacy Online, Black Window
Florida Reading Association	http://www.flreads.org/Reading%20Websites.htm
Book Adventure	http://www.bookadventure.com/Home.aspx
Professor Garfield	http://www.professorgarfield.org/pgf_home.html

Also refer to the relevant pages and sections in the Weally Wonderful Websites V6.6 document hosted at http://www.spectronicsinoz.com/blog/web-links/weally-wonderful-websites-v6-6/ including Talking Books, Literacy Activities and Games, eBooks and free Online Books, Spelling and Phonics links.

D. iPad Apps for Literacy

Suitable Apps for Reading	http://www.iear.org/iear/tag/reading-apps
Five iPad eBooks for children	http://reviews.cnet.com/8301-31747_7-20002462-243.html?tag=mncol
Greg's comprehensive list for Literacy	http://www.spectronicsinoz.com/article/apps-for-literacy-support

E. Reading Devices

a. Reading Pens
b. Digital Pens
c. OCR scanning devices and software
d. Digital Voice Recorders
e. MP3 and music players
f. Digital tablets
g. eBook Readers

Refer to the article http://www.spectronicsinoz.com/article/learning-disability-dyslexia-and-print-difficulties-inclusive-technology-overview that expands more fully upon these devices as well as http://www.spectronicsinoz.com/blog/tools-and-resources/universal-access-using-ebooks-readers-and-devices/ that examines the use and relevancy of eBook readers.

F. Other Genres

a. Screen Readers – software to assist print handicapped, vision impaired and blind users
b. Speed Reading – software to increase speed and efficiency
c. Accelerated Reading – software to improve performance in reading

These are subsets of reading software - each meets a specific need.

G. Using text to Speech Solutions

Text to speech software provides voiced feedback of documents or typed text in almost any program (using a variety of commercial and free programs) as well as internet and web site content. This allows people who struggle with reading to equitably access content that is difficult or impossible to read. Both MS Windows and MAC OS have built in text-to-speech capabilities. Free software applications for MS Windows computers include *Balabolka*, *DSpeech*, *Natural Reader*, *Orato*, *ReadPlease 2003* and many others. Free plug-ins for MS Word that provide speech feedback within a Word document include *WordTalk* and *FX Toolbar* (for MS Word 2007).

Note: Refer to *Universal Access to Text-to-Speech* for more information in greater detail and lists of suitable software applications. http://ndco.cds.org.au/index.php/at/60-gerry-kennedy-at-articles

8.   Support for Educators and Parents

There are associations, groups, self help networks and professional bodies that exist to guide and support parents and students with dyslexia, learning difficulties and disabilities.

- ➢ Liz Dunoon's site for parents and advocacy - www.helpingchildrenwithdyslexia.com
- ➢ The LD Network - www.ldnetwork.net.au
- ➢ NDCO - http://www.deewr.gov.au/Skills/Programs/Support/NDCO/Pages/default.aspx
- ➢ Learning Difficulties Australia - http://www.ldaustralia.org/
- ➢ Learning Links: http://www.learninglinks.org.au/
- ➢ SPELD - http://www.auspeld.org.au/ that has links to all State chapters in Australia
- ➢ National Centre for Learning Disabilities - http://www.ncld.org/
- ➢ LD Online - http://www.ldonline.org/
- ➢ ADCET - http://www.adcet.edu.au/Specific_Impairments/Learning_Disabilities.chpx
- ➢ Dyslexia Australia - http://www.dyslexia-australia.com.au/
- ➢ SPELD in New Zealand - http://www.speld.org.nz/
- ➢ Teachnology resources: http://www.teach-nology.com/
- ➢ 'Dyslexia Working Party' document from 2009: http://www.adcet.edu.au/alda/view.aspx?id=6940
- ➢ CAST UDL Guidelines - http://udlselfcheck.cast.org/resources.php
- ➢ Developmental Learning Centre NZ - http://www.developlearning.co.nz/
- ➢ BrowseAloud: http://www.spectronicsinoz.com/product/browsealoud-for-educational-institution-websites
- ➢ Teacher's Lounge: http://www.professorgarfield.org/parents_teachers/home.html
- ➢ How to Use Miscue Analysis: http://specialed.about.com/od/literacy/a/msicue.htm
- ➢ ChartDog Graphmaker: http://www.interventioncentral.org/tools/chart_dog_graph_maker
- ➢ Oral Fluency Assessment: http://www.scholastic.com/teachers/article/oral-fluency-assessment
- ➢ A list of local Australian ICT suppliers: http://www.imvc.com.au/content/local-suppliers

9.   In Conclusion

This article is only an introduction to reading technologies and was written as a brief overview into some of the issues in assisting students to learn to read using Inclusive Technologies. Every

student's needs are different, so more than one tool, software program, methodology or approach may be required. As performance improves (or degrades) other solution paths may need to be explored. It is a complex area and one that is still being studied and debated.

Resources:

- Article on Dyslexia and Learning Disabilities: http://www.spectronicsinoz.com/blog/tools-and-resources/learning-disability-dyslexia-and-print-difficulties-inclusive-technology-overview/
- Reading Comprehension strategies: http://www.ehow.com/way_5246826_techniques-improve-elementary-reading-comprehension.html
- Like to Read – strategies, resources, links and assessment tools: http://liketoread.com/
- Reading fluency assessment: http://www.readinga-z.com/assess/fluency-passage.html
- Cool Tools PDF – Reading Assessment: http://www.paec.org/itrk3/files/pdfs/readingPdfs/coolToolsOverview.pdf

A recent article in the AGE newspaper re lack of awareness, diligence, funding and resources in Education in Victoria: http://www.theage.com.au/national/education/new-thinking-all-the-talk-on-dyslexia-20110819-1j23v.html

A parent's solution to learning Times Tables
By Parent Kylie Mayne

You may want to veto this exercise if you don't like toilet humor, but my son is 8 years old and he finds it highly amusing and easy to remember.

We simply did the exercise you will find below, as a chant to the army cadence, but it would probably be useful for visual learners to use them as flash cards as well. The child could then sing the ditto to themselves and flip over for the answer.

As another suggestion you could also use Allie Golon's method of remembering things visually, if your child is still struggling they could hold the side with the equation up above their left eye and keep looking at it until they have a clear visual picture in their mind – this is then an instant visual recall for them which also helps with division as you are able to say, "7 x 8 = ?". Once they can instantly answer that, you then ask what is 56 / 8, to which

my son said, "I don't know. I'm not good at division." I then said, "What number is missing from your picture?" to which he responded with the biggest grin, "7, the answer's 7." He instantly understood the inverse relationship of multiplication and division once he could "see" it.

Hope this information helps others.

Kind Regards Kylie Mayne

Scroll down for the flashcards

Skinny Roo is super lean	I can see it's lots of fun
2×7 is 14	3×7 is 21
To be sure I love my date	The bee hive was a place to jive
4×7 is 28	5×7 is 35
My friend Flix wears a magic shoe	My mate Bevan is mighty fine

6 x 7 is 42	7 x 7 is 49
The rusty gate makes lots of clicks	The sun shines through the trees
8 x 7 is 56	9 x 7 is 63
The cheeky elves rapped on my door	
12 x 7 is 84	

Aunty Sue is never mean	Greedy Lee asked 4 more
2 x 8 is 16	3 x 8 is 24
Out the door and in the loo	Bees in the hive were really naughty
4 x 8 is 32	5 x 8 is 40
There is no fix for being late	Those in Heaven play lots of tricks

6 x 8 is 48	7 x 8 is 56
He was straight out the door	It is fine to do a poo
8 x 8 is 64	9 x 8 is 72
The funky elve likes to mix	
12 x 8 is 96	

The pretty chicks do lots of flicks	Maths in Heaven is easy to do
6 x 6 is 36	7 x 6 is 42
My old mate is always late	My poor spine is very sore
8 x 6 is 48	9 x 6 is 54
The funky elve wore a purple shoe	

| 12 x 6 is 72 | |