



Helping people
with specific learning
disabilities and
learning difficulties

speld^{QLD}news

**this issue: getting together
– 2011 ‘include and impact’
conference**



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The articles and programs reviewed in the Bulletin do not necessarily reflect the opinions or carry the endorsement of SPELD Qld Inc

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From the President's Desk

Adele Stoneley - President Speld Qld Inc



*The challenge before us
is balancing growth
with excellence of service*

This report is written in the aftermath of the catastrophic Queensland floods. While the devastation and tragedy that has been part of this widespread disaster has been an overwhelming experience; the resilience, stamina, loyalty and spontaneous generosity that people everywhere have displayed has been an outstanding tribute to the innate goodness of the Australian people.

As our children begin the 2011 school year, many will bring with them the effects of this traumatic event – an uncertainty and awareness of danger that they have not had before.

School then, for so many, will be a place of certainty, security and welcome routine.

Creating an environment where all children can learn and feel secure in school has always been the aim of Speld Qld, as we represent and support that cohort of children who have specific learning disabilities and learning difficulties. Many of these children do not feel a sense of security in schools as they are very aware that they are not learning like the other 'kids'.

In 2011 Speld Qld is continuing to liaise with the Queensland

Department of Education and Training to improve the educational outcomes for children with specific learning disabilities and learning difficulties. Dyslexia is now recognized as a specific learning disability by the Department of Education and Training (DET) but there is no targeted funding allocated for support.

We need more equitable outcomes for our children.

The groundswell of support from parents at the Isolated Children's and Parents' Association in Charters Towers in September 2010 reinforces to us there is a desperate need for advocacy in this area. The membership of SPELD Qld Inc. has grown from approximately 350 members in 2005 to over 1100 members in 2011. Our struggle, with the limited funding that we have is to continue to provide quality services within a restricted budget. The challenge before us is balancing growth with excellent service.

The advent of the long overdue National Curriculum in Australian schools is a positive move. While the design of this curriculum is a National responsibility the individual states are each responsible for the provision of

support to those children who have individual learning needs. With strong advocacy from parents and educators to 'the powers that be', this support could be an intrinsic part of the implementation of this curriculum.

Our wonderful state of Queensland could lead the way!

Our conference – *Include and Impact: Challenging Learning In a National Environment* is being held in September. Our keynote speakers and presenters, Professor Peter Sullivan and Associate Professor Ruth Fielding-Barnsley, are leaders in their fields and have their fingers on the pulse in Australian education today.

Come along and keep up to date with what is happening in schools in Australia!

Contact: conference@lstaq.asn.au

*Our wonderful state of
Queensland could lead
the way!*

Include and Impact: Challenging Learning in a National Environment

The Biennial 2011 Joint Conference for Learning Difficulties hosted by SPELD Qld., LSTAQ and LDA is planned for 16 – 17 September 2011. This conference will be held at the Brisbane Convention and Exhibition Centre.

In past years, up to 300 people ranging from academics and classroom practitioners through to parents, attended these conferences. A “hands on” approach which is supported by keynote speakers has proven successful.

For 2011, the theme for the conference will be “Include and Impact”

The conference will consist of both formal presentations and a series of interactive workshops.

Email Rob Murray: conference@lstaq.asn.au

www.lstaq.asn.au



Professor of Science,
Mathematics and
Technology Education,
Monash University

Professor Peter Sullivan

Professor Peter Sullivan was a teacher for 10 years, and worked in schools and universities in Papua New Guinea for 6 years. His extensive experience in research and teacher education, led to more senior roles at the Australian Catholic University and La Trobe University. He is currently Professor of Science, Mathematics and Technology Education, at Monash University. He was also a member of the Social, Behavioural and Economic Sciences panel of the Australian Research Council College of Experts for 2005 to 2007. His expertise in Mathematics education and as Associate Editor of the Journal of Mathematics Teacher Education, has facilitated his position of Lead Writer for the National Curriculum: Mathematics.



Associate Professor in
Literacy Education,
University of Tasmania

Associate Professor Ruth Fielding-Barnsley

Associate Professor Ruth Fielding-Barnsley, is a well experienced primary teacher, who entered academia at U.N.E, teaching in the area of Inclusive Education. She continued in the field of Learning Difficulties and Literacy, in her lecturing at QUT, Brisbane, until her appointment as Associate Professor in Literacy Education at the University of Tasmania, where she teaches in the undergraduate and postgraduate literacy programs. She has served on the National English Curriculum advisory committee and has presented recommendations to the Senate Committee on Quality of School Education.

Keynote Speakers

A word from the Executive Officer

Lynda Werda - Executive Officer



We hope that you are as impressed as we are with the new appearance of our magazine. We have been able to afford to outsource our magazine for 2011 solely because of generous donations from members within the community. We are very grateful for these donations as our magazine now has a more appealing and professional look. We do however, need additional 'on going' donations to ensure that we can continue to outsource our magazine. An easy way to donate to Speld Qld is to add the amount you wish to give at the bottom of the membership form. We also have advice about donations on our website. We would also be very pleased to talk with you personally about ways to donate if you wish to call Speld Qld Inc on 33942566. All donations are tax deductible.

This year many exciting things are happening at Speld Qld Inc. which are reflected in our magazine.

Our conference *Include and Impact* is going to be a great source of information for all who work with children who have Specific Learning Disabilities as our presenters are leaders in this field. Book in now to avoid disappointment! Email Rob Murray: conference@lstaq.asn.au

We have been lobbying very actively in 2010 for support to

children who have specific learning disabilities with governments on both a state and national level. Our networking on a national level is through our national body AUSPELD. We also network with organisations such as the Isolated Children's Parents Associations (I.C.P.A.), the Learning Support Teachers Association of Queensland (LSTAQ) and Learning Difficulties Australia (LDA) in order to remain in touch with schools and parents to help children with specific learning disabilities. We also keep close contact with the Department of Education and Training to ensure we are up to date with the latest policies.

The article by Liz Dunoon *A Parent's Quest to bring about Educational Reform* accurately pinpoints the procedure that parents must take to secure support for their children in Australian schools.

Frances Corkery, our Education Advisor, is offering for the first time, professional development for Teacher Aides in 2011. This course is in response to demand from schools and can be accredited for professional development hours with the approval of the principal. See pages 11 and 12.

The number of Dyslexia workshops on offer has also increased this year; demand for these courses for 2011 is unprecedented. As the Minister for Education Geoff Wilson has declared that dyslexia is now recognised as a specific learning disability we expect this demand to continue to increase in 2012.

We continue our expansion into North Queensland with the valuable support of Jutta Dempsey.

Dr. Michael McDowell and Dr. Jason McGowan will begin with presentations on May 5th. See page 17 for further information.

Teachers are always seeking strategies to help children with reading comprehension. Two pages of interactive websites identifying strategies are provided.

We aim to make a difference in the lives of children who have specific learning disabilities.

To this end we offer many support services. One of these services is the provision of practical workshops which provide information and strategies to parents and teachers to assist children who have specific learning disabilities so that school becomes a place where learning is an enjoyable experience. Too often the educational experience of children with specific learning disabilities in schools is one of frustration, disappointment and despair. Many schools do not accurately identify the learning needs of children and the result is a teaching program not conducive to the child being able to learn.

Read the following letter from a parent who attended the Gifted Learning Disabled workshop by Carol Barnes in 2010 and see what a difference correct information and intervention can make in the lives of our children who have specific learning disabilities. This young girl's life is about to be transformed! ➔



from page 3

→ I attended a SPELD seminar in October this year at which you spoke about your experience and learning with your Gifted Learning Disabled kids. We did not really speak one-to-one, but you may have noticed me – I was the lady crying (literally) on my friend's shoulder.

My child was diagnosed GLD some time ago, (at the recommendation of Speld Qld) and after that, I did a lot of reading and research; but it was only after hearing your experiences that I realized we were on the completely wrong track in trying to help our daughter. (Our daughter was in year ten in 2010). With a change of

focus and a renewed sense of support, our daughter was encouraged enough to put in an application to one of the Queensland Academies. This week she was offered a place in that Academy for 2011, and was also offered a scholarship on the basis of the entrance exam results.

The change in our daughter in just two short months is incredible. From being an extremely anxious, introverted and difficult child, she has blossomed into a confident, friendly and outgoing young person.

We appreciate that she will still have to work hard over the next three years, but we all feel more confident

and better informed to manage the journey.

Thank you for your words of encouragement and advice. I almost did not come along to the seminar because I thought I was too busy to fit it in. Please keep spreading the word and helping people to understand and nurture our gifted and very special young people.

This letter sums up what Speld Qld is all about – it reinforces to us that we really can, with our astute advice and support services, make a difference in the lives of young people who have specific learning disabilities.

THANKYOU !

We would like to express our sincere appreciation to all who have donated funds to Speld Qld Inc. In particular we thank Ed and Gillian Fraser, as their very generous donation has provided the funds for the production and printing of this issue of the Speld magazine. Our commitment to helping Queensland children with learning difficulties and learning disabilities is a very important community service. Many families and schools receive free copies of our magazine in the information packs and this adds value to the lives of young people who have or are associated with a specific learning disability.



A Parent's Quest to bring about Educational Reform

I have just finished writing a book titled 'Helping Children With Dyslexia'. You may have heard of it.

My name is Liz Dunoon. No, I'm not a scientist, a neuro-psychologist or even an educational specialist for that matter. I am a past teacher, but more importantly, I am a parent, a parent of three, beautiful, happy children who all have dyslexia. Here is the story of how my book came about and why I felt compelled to write it.

My Story

In 2004 my oldest son started school. I held him back a year until he was six-years-old. This was because I knew as a youngster he had been a slow developer. As a past teacher I understood the value of reading, so as he grew I would read to him every night before bed. A routine we both loved. He was so clever, although he could not identify any of the individual words, he could memorize whole stories perfectly and even used the relevant expression. We would laugh and laugh.

Starting school however, was daunting for my son, he found reading, writing and spelling virtually impossible and when he bought his readers home from school and flash cards of simple sight words, I noticed he could not read any of them. When I taught him a word on one page of his reader he could not transfer that learning to the next. I was as confused as he was. Why couldn't he remember the words? I always assumed even as a teacher that learning to read was a process of 'osmosis', the more times you saw

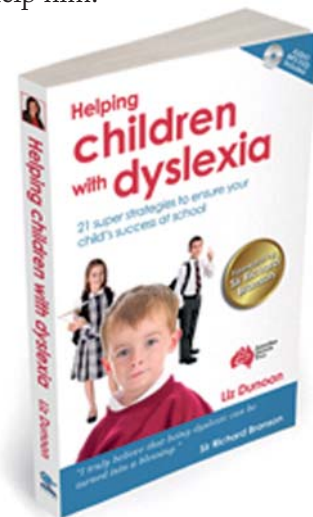
a word, the more likely it was to become stored in your working and long term memory. So why wasn't this happening for my son? To top it off he found writing difficult and controlling his pencil almost impossible. He became unsure of himself and I began to worry. I was a trained teacher why couldn't I help him?

A trip into the classroom 3 months into the school year proved frustrating and even more worrying. The teacher at his school had no knowledge of his struggle. I felt completely alone and I remember sitting in my car after this meeting, crying in despair. In response I ramped up my efforts at home to teach my son, but this just resulted in teary anxiousness, which led to defiant shouting of, "I just can't do it". What was going wrong? I couldn't get my head around it. The harder I tried to help him by teaching him at home the tenser our household became. He was mentally exhausted at the end of the school day and I was fast running out of ideas.

Eventually we changed schools to one that had a better learning support program. The learning difficulties eased and with a huge amount of effort, my son began to learn to read, but, it was hard work for him and his learning difficulties did not go away. Completing homework was a nightmare for my son and for me too. His schoolwork was getting harder as each year progressed and he had become anxious and stressed. I didn't like the path this was taking.

Not one to sit around and wait for things to improve, I felt it was time to take things into my own hands. Going against the recommendation of the Learning Support Teacher at his school, I got on the internet and used the phone and rang as many so called 'dyslexia experts' as I could find. I found out very quickly that many were linked to remedial programs that were very expensive and I immediately disregarded them. How was I supposed to know whether they would work or not?

A few phone calls later I found a very knowledgeable dyslexia assessor with many years of experience. We lived in regional Queensland at this time and we drove for two hours to reach her. She assessed my son and at the end of the assessment she explained to me how he liked to learn. She told me about his weaknesses and his strengths and that my son was dyslexic. The relief I felt was enormous, finally I knew what was going on and I had an action plan to help him.



Where to Next?

I had many questions for my son's assessor and she competently answered all of them. The main one was, 'what happens within Australian schools to support children with dyslexia?' Her answer shocked me. The Education systems within the United Kingdom, the United States of America and Canada offer free screening and diagnosis and then learning support. In Australia, Queensland & New South Wales recognise dyslexia as a learning disability but there is no funding allocated for support. This leaves both parents and teachers with nowhere to turn.

This left me feeling that it was up to me to help my son. I was going to be the difference between his success in life or his continued ongoing struggle. There was no option in my mind. I had to step up, become educated and develop strategies to help him.

I found out in subsequent conversations with my son's assessor that there are Federal provisions for students with a diagnosed learning disability, including dyslexia, but only if this is stated in a diagnostic report. Only with a diagnosis of dyslexia, could my son not be discriminated against based on the Educational Standards listed within the Federal Governments Anti Discrimination Act. With this diagnosis he was entitled to receive appropriate support and assistance throughout his schooling. This was his only avenue of protection.

But now I was mystified. How come my son's teachers did not tell me this? We were now three years into his struggle to learn at school. I discovered later as I continued my research that nearly all teachers including myself have never been educated or trained to teach and assist children with dyslexia. Many do not know the rights of children

with dyslexia and as a result there continues to be much confusion and misinformation.

In Australia acquiring a diagnostic report of dyslexia from a trained professional can cost up to \$1200 and most parents do not know they need one, as very few people know exactly what dyslexia is. Children with the learning disability dyslexia continue to fall through the cracks as psychologists continue to treat depression, anxiety disorders, delinquency, substance abuse and suicidal tendencies, whilst often leaving the root cause of dyslexia undisclosed.

Now you can see why somebody needed to do something to help children with dyslexia here in Australia. My second son has since been diagnosed with dyslexia and my daughter too, but all of my children exhibit different symptoms. I guess the one common denominator shared by all my children is an ongoing difficulty





to read, write and spell, slow processing speeds and ongoing mental fatigue.

It was at this point that I started to Research and Write.

Although the internet can be a minefield for a parent of a child with dyslexia, it can also be a fantastic resource if you know where to look. The internet became my window into what was happening overseas in schools, to support children with dyslexia. I spent hours researching and reading scientific reports, visiting websites of dyslexia friendly schools and learning about brain science and scientifically proven reading and teaching programs. It was like being a child in a lolly shop. The more I learnt the more I needed to know.

It was during this time that other parents started to come to me to ask for advice, seeking direction on behalf of their children. Research tells us that one in ten children will have dyslexia making

it fairly common, so I would help out wherever I could.

Parents who have a child who is struggling at school can feel a great deal of stress, anxiety and guilt. It can be overwhelming to see your child sad, anxious and fearful of going to school, so the idea for my book was born. I am not an expert on dyslexia, but I knew I could report to other parents what I had learnt and this is what I have attempted to do.

Using the Internet to ask parents what they needed.

I am only one parent, so to find out what other parents needed to know I decided to ask them. I set up a survey site on the internet and told people that I was going to write about dyslexia to help other parents. I then went on to ask them what their main fears worries and concerns were for their children. To repay them in kind for responding to my survey I sent everybody who responded a downloadable copy of my book before it went to print.

I received over 90 responses from all around the world. Many made me cry and just a few were incredibly uplifting. It is hard to hear about a seven year old who wants their life to end because of dyslexia or about a child who cries everyday because they do not want to go to school. Every morning I would go to my email inbox and there would be more responses. These emails were the reason I kept writing, late into the night, on family holidays in the local library while my children attended afterschool activities. It became overwhelmingly obvious to me that parents of children with dyslexia in Australia needed help and that Governments needed to be made accountable.

What did Parents want to know?

Many of the emails I received from people had very similar responses. Interestingly, it wasn't just parents who responded to my survey either, there were grandparents, foster parents,

teachers in training, qualified teachers and adults with dyslexia. These are what they wanted to know.

1. How do you know if your child has dyslexia?
2. I think my child is dyslexic what should I do?
3. Who should I take my child to for an assessment?
4. What is dyslexia?
5. Is it genetic, because I think I have it too?
6. My child is so unhappy and cries I don't know how to help them. What should I do?
7. Should I tell my child they have dyslexia or not?
8. Why doesn't my child's teacher tell me that my child has dyslexia?
9. What can I do to help them learn to read and to catch up at school?
10. How can I talk to teachers, they intimidate me or they think I'm a pushy parent?
11. Should my child repeat a year?
12. What about coloured lenses. Do they work and how do they help?
13. My child's confidence is so low what can I do to fix this?
14. What programs, resources and services are available?

Calling in the experts and asking for help

As I said to you before I am not an expert on dyslexia. I am an expert on my own children, but everybody else has children with different needs. I wanted to use my book to reach as many people as I could. This way I figured I could help as many people as possible by encouraging them to begin the journey to support and advocate on behalf of their children.

I contacted many dyslexia experts from around Australia and overseas and all said they would help me to achieve my goal. All were thrilled that their work would be directly reaching the people who needed it the most, the parents of children with dyslexia. They provided research, advice, proof editing and lots of explanations so I could write about it in such a way that anybody could understand it. I will be forever grateful for the time they afforded and the direction they gave me.

Helping Australia to Catch Up

One of the most incredible things I discovered when researching to write about dyslexia was all the amazing programs that are already available in countries overseas. There is pre-service teacher training, dyslexia friendly schools, scientifically proven teaching and learning programs for students, special teacher training courses, funding for free screening and diagnosis and so much more.

I realised without any doubt that educationally Australia has been left a long way behind – perhaps 20 years or more.

I came to the conclusion that I needed to bring this inequality to the attention of the politicians. I rang the office of the Federal Minister for disabilities and asked how best to do this. A senior advisor told me that I needed to start an effective lobby group and ask all Australians affected by dyslexia to leave an email of their personal story, which could then be passed on to the politicians. So that is what I have done. I created a website called the Australian Dyslexia Trust. Anybody with a story to tell relating to dyslexia can send an email and I will then send it on to the politicians. With a constant stream of emails we cannot be ignored and this will help to keep the politicians informed of the changes we are all seeking and will eventually bring about educational reform.

This has recently come to fruition with the first folder of stories being handed to Mr Peter Wright, senior advisor to Mr Peter Garrett our Federal Minister for Education. This took place on the 18th of November. Since then I have received many more emails as the word spreads and before long another folder of emails will be presented. I will keep this up as long as it takes. I do need your help though. So please leave your story on the Australian Dyslexia Trust



Australian Dyslexia Trust



website so you can make your mark on the future for all Australians affected by dyslexia.

Seeking an Endorsement

As many of you would know having dyslexia can be extremely frustrating during formal schooling and yet some of the most successful people in the world have dyslexia or were thought to have it during their lifetime.

Albert Einstein, Leonardo DaVinci, Thomas Edison, Vincent Van Gogh, Pablo Picasso, Winston Churchill, Nelson Rockefeller, and more recently Cher, Whoopi Goldberg, Tom Cruise, Orlando Bloom, Keira Knightley, Kerry Packer, Kerry Stokes, Charles Schwab, and the latest winner of the Nobel Peace Prize for Medicine 2009 - Carol Greider. There are thousands more I could name and these people are both smart and successful. It seems some of our brightest thinking and creative brains have dyslexia.

It is important that the high level thinking ability that many people with dyslexia have is not overlooked so I wrote a wish list of all the people who I would love to endorse my book. It is very important for children with dyslexia and their parents not to always focus on the negative aspects of dyslexia and to be reminded of the positives. There are some amazing role models and this is why an endorsement was so important in my mind.

Sir Richard Branson the founder of Virgin was at the top of my wish list and I started to seek his endorsement from June 2009. You will be pleased to know that in March 2010, I received notification from his Public Relations Team that they had read my book from cover to cover and not only did Richard like it he wanted to write his own foreword for it. He has done a wonderful job and I will be forever grateful for his personal

effort to help me to raise the issue of dyslexia, seek to help other parents and to bring dyslexia to the forefront of Australia’s political agenda.

In Conclusion

It has never been about writing a book for me, although it has been a wonderful journey and I have met some amazing people. I have only ever sought to bring about educational reform. If parents, teachers, educational psychologists and government departments all work together, this will become a reality and not just a need or a want. Children with dyslexia learn differently, they are as smart as all other children and their educational needs must be met. Every child is born with incredible potential; it is our responsibility to enable them to reach their goals and to shine so they can lead happy and fulfilled lives and impact positively on future generations.

Speld Services and Fees for 2011

ADVISORY LINE

We have experienced advisors on our Advisory Line who are able to put callers in touch with psychologists, speech pathologists, etc. who can conduct a range of psychometric assessments.

These assessments include a diagnosis of the problem, an identification of a person's learning strengths and weaknesses and clear recommendations for strategies for remedial action for both parents and teachers.

SEMINARS

See page 15 of this newsletter for information about sessions which are designed specifically for parents, teachers and other professionals

The cost of the seminars in 2011 will be: (Unless otherwise specified)
Members \$25.00
Non Members \$40.00

LIBRARY FACILITY

Our library books and other resources to assist students with learning difficulties are available for borrowing purposes. Postage costs will be added. Borrowing is available through the website.
Members only.

BOOKS FOR SALE

By telephone order/purchase order or via our website.

School Projects	\$16
Framework for Teaching	\$20
Parents Helping Children at Home Booklet	\$ 5
Parents Helping Children at Home with Organisation and Assistive Technology Booklet.....	\$ 5

Plus \$5 postage and handling

WOODEN ALPHABET LETTERS

Speld Qld sells upper and lower case wooden alphabet letters. Both cost \$33.00 each. Postage cost will be added.

WOODEN NUMBERS

Wooden numbers are available for \$15. Postage cost will be added.

TUTOR SERVICE

Contact Jan Hughes, our Tutor Co-ordinator, to organise a tutor for your child. Jan is available on Wednesdays and Thursdays.

ACADEMIC ASSESSMENT

We have six assessors conducting Academic Assessments at SPELD Qld Inc on Fridays only. Cost \$499. Contact Jan for an appointment.

COMPUTER SOFTWARE

Members and non-members can now phone and make an appointment with Frances Corkery, our Assistive Technology Co-ordinator, and review computer programs. Frances is available on Tuesdays and Wednesdays. Please see page 20 for costs.

WEBSITE

www.speld.org.au - our website contains details about SPELD Qld Inc, its services and workshops.

MAGAZINE -

Three Times a Year

This magazine contains up-to-date information for parents, teachers and other professionals who are associated with people who have learning difficulties.

HOURS OF BUSINESS

SPELD Qld Inc office is open from 8:30 am until 3:30 pm from Monday to Thursday.

Our telephones are open from 8:30 am until 3:30 pm Monday to Thursday. We are closed on Fridays.

SCHOOL HOLIDAYS

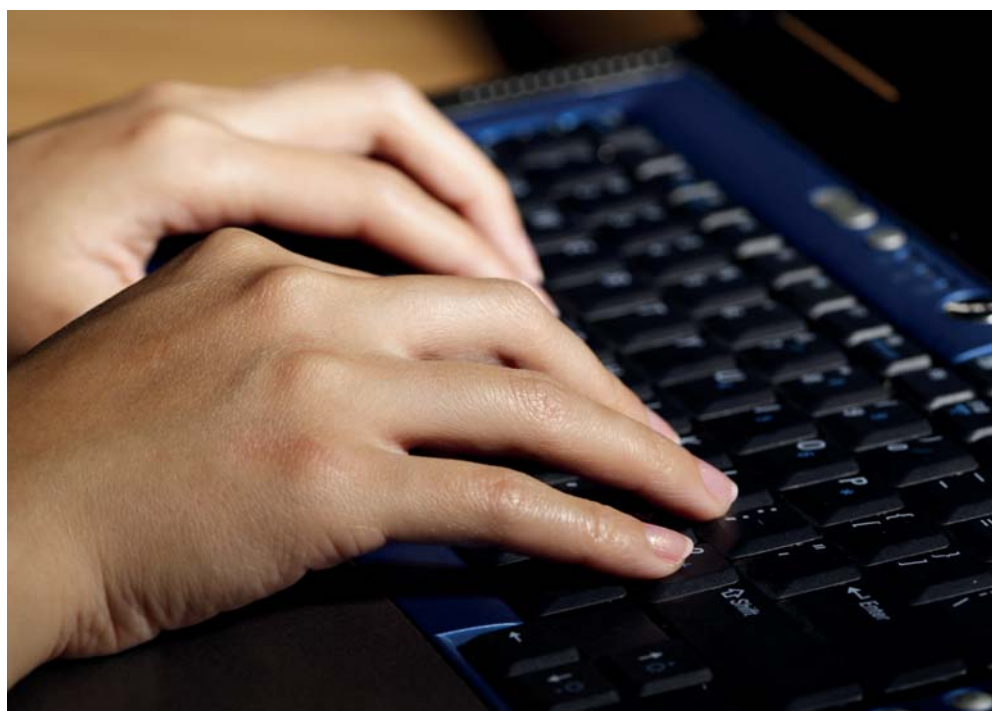
Our office is open from one week prior to the beginning of the school year until one week after the school year has ended.

SPELD QLD ANNUAL MEMBERSHIP FEES

Individual/Family	\$ 66.00
School/Org./Tutor	\$132.00
Concessional Membership..	\$ 44.00

(Copy of concession card required)

See inside back cover for membership application form.



New In-service For Teacher Aides at Speld Qld!

Speld Qld will be offering an in-service opportunity for teacher aides in Term Three in the Queen Alexandra Room – top floor of the Queen Alexandra Home Coorparoo. There will be four days of this in-service and it covers information for working with Early Literacy Prep to Year Seven.

Frances Corkery, a very experienced teacher who has worked as a Support Teacher Literacy and Numeracy for many years, will be presenting the sessions. Frances is currently an Education Advisor and Assistive Technology Co-Ordinator at Speld Qld.

The in-service dates and times are as follows:



Topic	Dates/Times	Venue
Early Literacy Prep to Year Three	Thursday 14 July 8.30 – 11.00 am	Top floor Queen Alexandra Home 347 Old Cleveland Rd Coorparoo 4151 <i>Lunch is not provided, but is available from the many restaurants in the Coorparoo area immediately adjacent to Speld Qld.</i>
	Thursday 21 July 8.30 – 11.00 am	
	Thursday 28 July 8.30 – 11.00 am	
	Monday 4 August 8.30 – 11.00 am	
Years 4–7 Literacy	Thursday 14 July 12.00 – 2.30 pm	
	Thursday 21 July 12.00 – 2.30 pm	
	Thursday 28 July 12.00 – 2.30 pm	
	Monday 4 August 12.00 – 2.30 pm	

The content of the Early Literacy sessions P-3 are as follows:

Session One: Beginning Reading ~ Thursday 14th July

- Discussion of assessment tools for students: TVPS, TAPS, running records, PPVT, language assessment, phonological assessment, appropriate classroom testing for monitoring progress. (To learn how to do tests is another course!)
- Discussion of resources for teaching phonics, reading, comprehension, spelling, writing – including software and hardware.
- Discussion of working memory.
- Beginning reading. We will look at phonological awareness, oral language skills, visual perception skills and auditory processing.

Session Two: Beginning Reading ~ Thursday 21st July

- Alphabetical knowledge
- Handwriting Skills
- Metalinguistics
- Organisation of reading books and levels
- Reading lessons
- Techniques for adjustment.

Session Three: Spelling ~ Thursday 28th July

- Learning to use techniques such as Look, Analyse, Cover, Write, Check, Visualisation and Chanting
- Developing visual memory skills
- Teaching phonics so they are remembered
- Appropriate levels and programs
- Appropriate software.



Session Four: Early Writing ~ Monday 4th August

- Sounding out and matching sounds to letters
- Sentences
- Genre
- Using sight words
- Motivation
- Remedial techniques
- Analysing auditory processing and visual perceptual difficulties as recognition allows for remediation.

Costs:

Part Time attendance

For attendance for four days for the morning session or afternoon session only the cost is \$264 (incl.GST) per person.

Full Day attendance:

For full attendance at all sessions for the four days the cost is \$444 (incl. GST) per person. There is a maximum of 30 attendance only; book early to avoid disappointment!

Year 4 -7 Literacy Sessions involve:

Reading: Session One ~ Thursday 14th July

- Assessment of levels and monitoring
- Organisation of books
- Home reading and silent/oral reading
- Decoding skills
- Comprehension Skills
- Software games.

Reading: Session Two ~ Thursday 21st July

- Teaching students with LD how to read
- What learning disabilities are and how to recognize them
- Similar looking words and other appropriate games
- Syllabification
- Neurological Impress Method
- Small group instruction
- Software.

Spelling: Session Three ~ Thursday 28th July

- What causes poor spelling.
- Techniques to teach students how to learn spelling
- Software.

Writing: Session Four ~ Monday 4th August

- Teaching genre, punctuation and spelling for writing purposes.
- Motivation and creativity
- Exploring Dragon Naturally Speaking software, Natural Reader and Ginger spelling software.
- Organisation of homework so that it gets completed.

More Information:

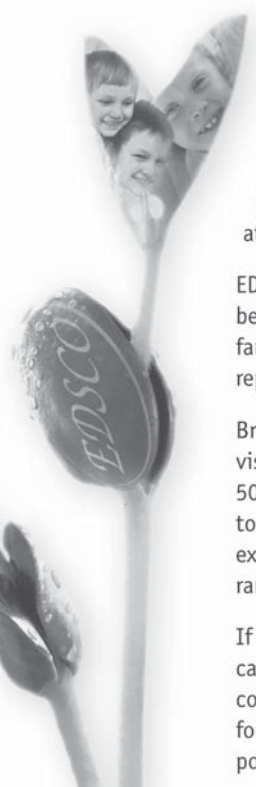
Contact Elizabeth at
admin@speld.org.au or
(07) 3394 2566

It was quite true, and I knew it and accepted it. Writing and spelling were always terribly difficult for me. My letters were without originality. I was... an extraordinarily bad speller and have remained so until this day. – Agatha Christie

Kids
grow
with
EDSCO



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www.edsco.com.au



If you're looking for quality educational resources for your children, you'll find everything you ever imagined and more at EDSCO.

EDSCO prides itself on being a Queensland-owned family business with a reputation for quality.

Browse our website or visit our showroom at 50 Yiada Street, Kedron to find out just how extensive our product range is.

If you would like a catalogue, simply complete and return the form at right and we'll post one to you.

Yes!

Please send me a copy of the 2010-11 EDSCO Product Guide.



Name:

Address:

Postcode:

Showroom: 50 Yiada Street, Kedron
Mon-Fri 8am-5.30pm, Sat 8am-1pm
PO Box 202 Kedron Qld 4031

Phone: (07) 3350 2677

Fax: 1800 077 767

TEACHING STUDENTS WITH DYSLEXIA LEVEL 3

Friday 24th, Monday 27th and Tues 28th June 2011 Brisbane.

PRESENTED BY ALISON PLAYFORD

The Level 3 Course will focus in more depth and detail on the practical application of a structured multi-sensory program and will follow the Hickey structure.

Prerequisite: Completion of *Teaching Students with Dyslexia Levels 1 and 2*.

Program

Topics will include:

- Practical sessions on assessment resources and evaluation procedures which teachers can use to identify students with dyslexia.
- Phonology and morphology in more detail.
- Examining the structured program, focusing on the 2nd half of the teaching points.
- Revisiting spelling rules and grammar.
- The importance of learning strategies and content for students with dyslexia.

All teachers will be required to assess a child using one of the recognized assessment tests and write a report on their findings and recommendations. The report to be presented for group discussion on the Monday, 27th June. The assessment will have to be done before the course commences, and so upon registration each teacher will be contacted so this task can be facilitated.

On the final day teachers will be required to teach a one hour paired lesson to 2 other teachers. Group discussion and evaluation will follow.

Please note: The number of places is limited due to the high level of practical activities.

Dyslexia Workshops for 2011

TEACHING STUDENTS WITH DYSLEXIA

LEVEL 2 13, 14 & 15 April 2011 *LEVEL 1 20, 21 & 22 June 2011

*This short course can be accredited in the Graduate Certificate of Education: Learning Difficulties at Edith Cowan University

Presenters:

Annette Brock - Psychologist

Alison Playford – Educational Therapist holds a Diploma from the Dyslexia Institute in the UK and has been the Specific Learning Difficulties Teacher at St. John's Grammar School, Belair, SA and the Educational Services Co-Ordinator with the Dyslexia SPELD Foundation WA. She has been teaching students with dyslexia for 18 years.

The course is designed to provide teachers with an understanding of the implications of the learning style of students with dyslexia in the classroom so they can cater for their needs. It will also equip teachers to tutor one or two students in a withdrawal situation. This three day program is based on research which indicates that remedial instruction for students with dyslexia needs to incorporate:

- Highly structured phonemic-instruction training with a heavy emphasis on the alphabetic system
- Drill and repetition are also necessary to compensate for difficulties in verbal working memory
- Multi-sensory methods are required to help anchor verbal information through non-language mental representations.
- Learning objectives need to be highly sequential because the logic of language structure may escape these students.
- Comprehension and metacognitive processes need to be taught to assist these students in the conscious use of language rule systems to guide their reading and spelling.

The course combines theory and practice, but practical teaching strategies are the main focus. Observation of Alison Playford tutoring children is part of the course. Attendees at the 3 day workshops will be given a certificate to verify their attendance on completion of the course.

TIME: 9.00am – 3.30pm (Registration commences at 8.30am)

LOCATION : SPELD Qld Inc, Alexandra Room, Queen Alexandra Home, 347 Old Cleveland Road, Coorparoo, Qld. 4151
Ph (07) 3394 2566

COST: \$550.00 – including GST. Morning Tea & Lunch is provided. \$200.00 deposit is required on registration, balance due 6 weeks prior to workshop.

For teachers seeking further training in the methodology advocated for tutoring students with dyslexia Level 2 course will be conducted at SPELD Qld Coorparoo Campus on 27th, 28th and 29th September at a cost of \$550.00

Pre-requisite Requirements – Completion of Level 1 Dyslexia Course for Level 2
Please be aware of the cancellation policy below.

REGISTRATION FORM

Teaching Students with Dyslexia (Please tick)

Level 2 13,14 & 15 April 2011 Level 3 24 June (Day 1), 27 & 28 June (Day 2 & 3) Level 1 20, 21 & 22 June 2011
 Level 2 26, 27 & 28 September 2011

ABN 40 536 194 614

(Cancellations 5 days prior to – 25% retained for administration costs;
Less than 5 days prior to – 50% retained for administration costs; less than 48 Hours – non refundable)

Name: _____ School Name: _____

Home/Postal Address: _____ P/Code: _____

Telephone: (M) _____ (H) _____ (W) _____

Payment Method: Enclosed \$200 Deposit \$350 Balance \$ Full Payment

CHEQUE _____ MONEY ORDER _____ M/CARD _____ VISA _____

CARDNUMBER ____/____/____/____ EXPIRYDATE ____/____

NAME ON CARD _____ SIGNATURE _____ DATE _____

Cheque or money order made payable to SPELD Qld Inc. Any queries please contact SPELD 3394 2566 or email finance@speld.org.au

Brisbane Seminars 2011

The Seminars could contribute to the 10 Queensland College of Teachers continuing Professional Development Requirements

Queen Alexandra Home, 347 Old Cleveland Road, Coorparoo Qld 4151
All seminars (unless otherwise specified) are held on Wednesdays at 9.00 am - 11.00 am.
Registration starts at 8.45 am
Alexandra Room (Level 2). Parking available at nearby Halstead St.
Costs are: \$ 40.00 Non Members and \$25.00 Members (unless specified)
A telephone booking (3394 2566 or 1800 671 114 if outside the Metropolitan area) is essential.

Date	Topic	Presenter
Term One		
March 16	Building Resilience in Children with SLD	Dr Michael McDowell
March 23	Dyslexia: An Overview	Frances Corkery
April 13, 14 & 15	Level 2 Dyslexia workshop	Alison Playford
Term Two		
May 18	Reading Doctor – software program	Bartek Rajkowski
June 8	Strategies to use when Developing Working Memory.	Dr Jason McGowan
June 20, 21 & 22	Level One Dyslexia workshop	Alison Playford & Annette Brock
June 24	Level 3 Dyslexia workshop – Day 1	Alison Playford
June 27 & 28	Level 3 Dyslexia workshop – Day 2 & 3	Alison Playford
Term Three		
July 27	Dyslexia – What is it & how can we help?	Adele Stoneley
August 3	Helping Children at Home with Literacy – A Parent Workshop (Free for SPELD Members)	Leslie Keast-Patch
August 10	Reluctant readers – Strategies for Engagement	Frances Corkery
Term Four		
September 16 & 17	Include & Impact: Challenging Learning in a National Environment	Joint Conference (LDA/LSTAQ/SPELD)
September 26, 27 & 28	Level 2 Dyslexia workshop	Alison Playford
October 12	Visualising & Verbalising	Jen Broere & Lindamood Bell
October 19	Non Verbal Learning Disorder	Dr Michael McDowell
November 9	Auditory Processing	Frances Corkery

Disclaimer: The views expressed at these seminars are not necessarily the views of, or endorsed by SPELD Qld. Inc. SPELD Qld Inc. makes no warranty or representation in relation to the content or accuracy of the material in this publication and seminar. SPELD Qld Inc. expressly disclaims any and all liability (including liability for negligence) in respect of use of the information provided. SPELD Qld. Inc. recommends you seek independent professional advice prior to making any decisions involving the matters outlined in this publication and seminar.

Brisbane Seminars Abstracts

Building Resilience in Children with Learning Disabilities

by Dr Michael McDowell

Although a great deal can be done to improve knowledge and skills for children with learning disability (LD), it is usually not possible to fully correct, or 'fix' these problems. As a result, children continue to struggle throughout the school journey.

Resilience refers to the quality that allows children not only to survive, but emerge from the struggle of school education with robust, strong mental health and development. Just as targeted intervention is able to improve knowledge and skills for children with LD, it is possible also to target and build childhood resilience. Optimal management of children includes both strategic approaches. The session will explore how this can be done.

Dyslexia: An Overview

by Frances Corkery

An introduction to what Dyslexia is, how to recognise and identify it and how to teach using multisensory techniques. Appropriate resources, games and software will be discussed. Suitable for anyone dealing with students with dyslexia - teachers, specialists and parents.

Poor Working Memory Strategies to Use with Reading and Spelling

by Dr Jason McGowan

Most of us take working memory ability for granted. We use this important memory function throughout the day when speaking and listening but particularly when reading and processing written language. So what then is working memory? Why is it important when reading and spelling? This short seminar will answer these questions as well as provide some practical strategies (i.e. what to actually do with a student) for developing working memory in a way that will directly impact on reading and spelling skills.

Reading Doctor Software

by Bartek Rajkowski

Literacy Development, Literacy Difficulties and Reading Doctor Software. The latest in Literacy Research: How do children learn to read? Why do some students struggle with reading?

An Introduction to:

- *The sounds of English; phonemes which
- *Writing in sounds; graphemes;
- *Regular & irregular words

Teaching Kids to Read

- *Why teaching reading is difficult
- *What research tells us about how
- *What is the best way to teach children with learning difficulties

Why Some Students Struggle with Reading

- *The latest in reading research
- *What is phonological processing?
- *What causes phonological processing difficulties?
- *What are phonological representations
- *An overview of Bartek's PhD study
- *An overview of the relationship between various specific learning difficulties such as Auditory Processing Disorder (APD), speech and language disorders and Literacy development

What does ReadingSounds 1 Pro teach & how does it help Students to Read?

- *ReadingSounds 1 Pro teaching philosophy & Methodology
- *Explanation of the multisensory scaffolding system
- *Explanation of the 'Rapid Learning Matrix'
- *Explanation of the 'Rapid Learning Matrix - the self-adjusting, multisensory scaffolding system



Townsville workshops

SPELD QLD Inc.

Helping People with Specific Learning Disabilities and Learning Difficulties

Invites you to a whole day workshop with Dr Michael McDowall and Dr Jason McGowan

Where: Endeavour Room,
JCU Residential Hall

When: Thursday 5th May

Cost: \$110 (incl. GST)
per person.

Contact Speld Qld. 1800 671 114 for bookings (*Free call outside Metropolitan area*)

Session	Topic	Presenter
8.45 - 9.15 a.m	Sign on Welcome	Jutta Dempsey
9.15 - 10.30 a.m	Working Memory	Dr Michael McDowell
10.30 - 11.00 a.m	Morning Tea (provided)	
11.00 - 12.30 p.m	Dyslexia, Educational Interventions & Clinical Education for Learning Disabilities	Dr Jason McGowan
12.30 - 1.30 p.m	Lunch (not provided)	
1.30 - 2.00 p.m	Panel discussion, Questions with notice. Michael & Jason will respond to case studies presented by audience. These case studies must be presented to Michael and Jason prior to the session	Panel: Dr Michael McDowell Dr Jason McGowan
2.00 - 2.30 p.m	Panel discussion Questions without notice	Panel: Dr Michael McDowell Dr Jason McGowan

Dr Michael McDowell - Working Memory (WM)

The subject of WM whilst not particularly new has in recent years emerged as probably one the most discussed and most topical subjects connected with learning and development. The last five to seven years particularly has been very profound in terms of understanding how the brain works. Computer based research has thrown a new perspective on the subject of memory and this is now having a significant impact on the way that ADHD and Specific Learning Disability is managed. In turn both medical and educational interventions are beginning to change both in substance and in the way they are delivered.

This 90 minute presentation seeks to answer several questions:

Firstly, what is WM and how does it differ from what we know as short term and long term memory.

Secondly, what is the research telling us about the importance of WM to the acquisition of academic skills and the wider behaviours of attention control, goal setting, self-regulation and general organization? This part of the discussion will contrast working memory relative to the child with ADHD as opposed to the child with either a specific learning disability or perhaps the child who has number of developmental problems.

Thirdly, how can educators and parents recognize working memory problems in their students and children and get some sense of when to act and who to talk to.

Fourthly, can working memory be trained and can problems associated with working memory be effectively managed? This part of the presentation will cover the sophisticated and research based computer program known as Cogmed.

Further to this, the role of the medical practitioner (paediatrician) will be discussed in terms of behavioural management as well as the potential use of medication as a management tool.

This presentation, being the first in the day, will also act as a platform on which effective educational interventions can be properly introduced in the second session.

Dr Jason McGowan - Dyslexia, Interventions and Clinical Education for LD

In terms of understanding learning disability and how to treat and manage such conditions we live in quite a privileged period of time.

In other words the volume of research and practice is now such that both parents and classroom teachers have up to date and 'at hand' information to both educate as well as empower them to act.

For this reason this presentation will primarily focus on the most evidenced based and clinically proven ways of managing Specific Literacy Disorder. The role and training of **Working Memory** will be integral to this as will the role of the parent, the teacher and the special educator.

The strengths and weaknesses of commercially available programs will be investigated as will the little understood idea of '**clinical education**'. What is it and how can it help?

Furthermore the notion of '**sympathetic insight**' will be presented as an appropriate and right mind set to understand children with specific learning disability. The **TRAMLIP** approach will also be detailed as a broad principle on which to understand and manage children with learning disability.

In connection with these ideas there are **4 agendas** that can be implemented in a parallel fashion that allow parents and schools to work together relative to the treatment and management of learning disability.

This seminar is designed to give something for classroom teachers, learning support personnel and of course, parents.



Academic Assessment @ Speld Qld. Inc

COST \$499 (incl. GST)

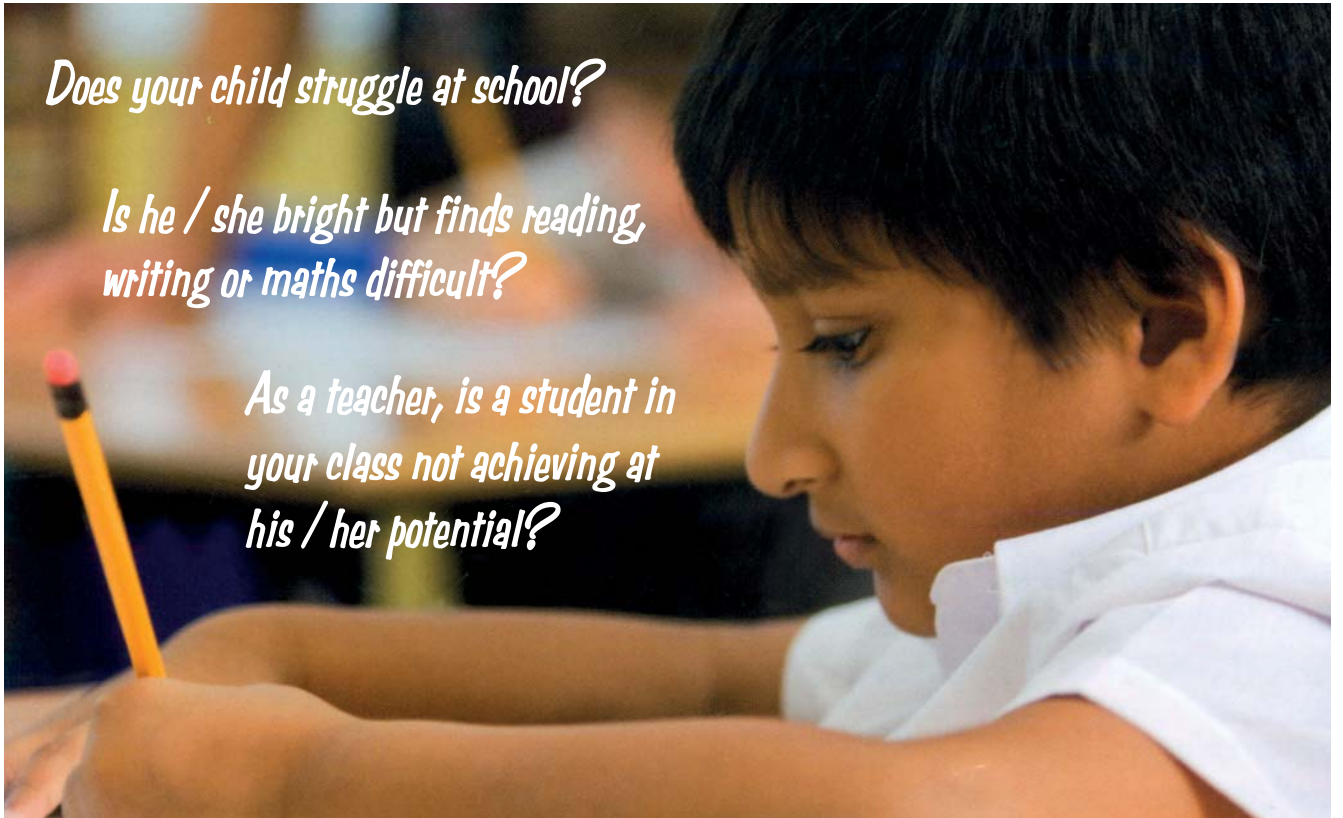
LOCATION Speld Office, Coorparoo, Qld 4151

DAY Fridays only

Does your child struggle at school?

Is he / she bright but finds reading, writing or maths difficult?

As a teacher, is a student in your class not achieving at his / her potential?



Speld Qld. Inc. Offers its members a professional Academic Assessment service available for adults and children at the Coorparoo office on Fridays. Speld's experienced assessors conduct standardised and diagnostic tests to determine a student's strengths and weaknesses in Literacy and Numeracy.

A Dyslexia screening test consisting of a series of short tests is available to identify a student's dyslexic profile and provide practical strategies. Parents receive a comprehensive written report with practical recommendations for assistance at home and at school. Parents are welcome to contact the assessor for a follow up discussion about the report and recommendations. Resources and software programs to support

your child's progress are also available from Speld Qld. Office.

Please call Jan to discuss your child's needs or make an appointment for an Academic Assessment.

Jan Hughes,
Education Advisor and Assessment
Coordinator at Speld. Qld. Inc.

Phone: (07) 3394 2566

or Email: education@speld.org.au

Speld QLD Tutor Service



Does your child experience learning difficulties?

Is he / she falling behind school?

Would your child benefit from some tutoring to "fill in the gaps" in his / her learning

SPELD Qld has a register of qualified and experienced teachers who specialise in providing individualised tutoring to students in their areas of learning difficulty.

Parents will be relieved and encouraged to see the difference that tutoring makes to their children's progress.

One parent wrote to us, "My son has improved his outlook regarding schoolwork. He is trying harder and has more confidence to tackle problems that he would normally not be sure about."

**Are you a qualified and experienced teacher who enjoys working with children individually?
Contact Speld Qld for a tutor application**

Please contact Jan Hughes at the SPELD Qld office to discuss these services or for an Assessment appointment.

Do you want to become a Speld Qld tutor? You will need:

- Queensland Teacher Registration (Primary or Secondary teachers).
- A current Blue card—necessary if you are teaching outside your school campus.
- SPELD Qld Tutor membership.
- To attend at professional development workshops provided by SPELD Qld free of charge
- To forward semester progress reports to the student's family and to SPELD Qld.

The Tutor Co-ordinator will refer local students to you for tutoring in your areas of expertise.

Tutors attending SPELD's PD workshops and seminars will receive a certificate that contributes to the 10 Queensland College of Teachers continuing Professional Development requirements.

Assistive Technology Services

Frances Corkery, our Assistive Technology Co-ordinator, offers help to members. Frances has been working with students who have specific learning disabilities for many years as a learning support teacher. Technology can lighten the load for many students and for parents and teachers who want to help them.

Members, both parents and teachers, can be shown programs that are free and programs that can be purchased.

The number of attendees is limited to 6.

The costs and conditions as for 2011 are:

Time Limit	Members	Venue	Costs
Two hours	Members	Speld Qld Rooms	\$90 per hour + GST
Two hours	Non-members	Speld Qld Rooms	\$140 per hour + GST

Viewing Software:

Free reading, spelling, writing and maths programs can be demonstrated as well as purchased. Programs include *Dragon Naturally Speaking*, *Spellmate*, *Number Shark*, *Word Shark*, *Nessy Games Player* and *Nessy Fingers*.

Demonstrations of how to use Dictaphones, iPods, scanners and software to improve student's results are also available for members. Interactive whiteboard software and other programs can be demonstrated upon request.

Workshops for schools on Specific Learning Disabilities

Member schools	\$150 (incl. GST) per hour (Mileage costs will be added)
Non member schools	\$200 (incl. GST) per hour (Mileage costs will be added)

* Pictures for illustration purposes only.

Interactive Websites – Reading Comprehension K-5

Need some great resources to help your child or students with reading comprehension skills? Explore this collection of K-5 student Interactive Websites for practicing Reading Strategies. Thank you to Charlotte Robbins for compiling this list of resources.

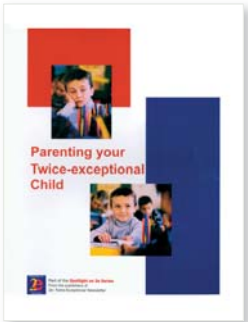
Reading Comprehension Skills	
Harcourt-Building Background	http://www.harcourtschool.com/menus/trophies/activities/building_background/building_background.html
Story Sequencing-PBS Story Scramble	http://pbskids.org/arthur/games/storyscramble/scramble.html
BBC Skillswise-Recognizing Types of Text Game	http://www.bbc.co.uk/skillswise/words/reading/typesoftext/game.shtml
Creating a Story Map	http://www.readwritethink.org/materials/storymap/
Circle Plot Diagram	http://readwritethink.org/materials/circle-plot/
Harcourt School Publishers-Identifying the Main Idea	http://www.harcourtschool.com/activity/book_buddy/rosie/skill_pre.html
Identifying the Main Idea	http://www.studyzone.org/testprep/ela4/h/mainideap3.cfm
Harcourt School Publishers-Identifying Story Elements	http://www.harcourtschool.com/activity/test_tutor/build19/grade3/skill14/index_pre.htm
Inferring Story Settings	http://www.fcatexplorer.com/parent/4gr/en/tiplister/question_tip_space.asp?src=tip125a.swf&skill=Inferences%20About%20Story%20Settings
Identifying Author's Purpose	http://www.fcatexplorer.com/media/parent/tiplister/flash/tip210a.swf
ThinkQuest-The Keys to Success in Reading-Understanding Story Elements	http://library.thinkquest.org/CR0210124/
Identifying Author's Point of View	http://www.studyzone.org/testprep/ela4/o/pointofview1.cfm
Mystery Cube-Summarize Elements of a Mystery Story	http://readwritethink.org/materials/mystery_cube/
Identifying Character Traits	http://www.fcatexplorer.com/media/parent/tiplister/flash/tip121a.swf
Inference Character Traits	http://www.fcatexplorer.com/media/parent/tiplister/flash/tip121a.swf
Compare Characters-Character Trading Cards	http://readwritethink.org/materials/trading_cards/
Scholastic's Create a Character Scrapbook	http://teacher.scholastic.com/activities/scrapbook/
Compare and Contrast Stories	http://www.harcourtschool.com/activity/trophies/rsr/build1/RR_e_3_17.htm http://www.harcourtschool.com/activity/trophies/rsr/build1/RR_e_4_13.htm
Using Context Clues	http://www.quia.com/pop/242213.html



Making Text to Self Connections	http://www.studyzone.org/testprep/ela4/b/text-selfl.cfm
Fact Fragment Frenzy-Finding Facts in Nonfiction	http://www.readwritethink.org/materials/factfrenzy/opening.html
Recreating and Summarizing Stories	http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/reading/
The Reading Matrix-Provides a variety of reading activities on different levels	http://www.readingmatrix.com/directory/pages/
Harcourt Reading Skills Rockets	http://www.harcourtschool.com/menus/trophies/activities/reading_skills/reading_skills.html
Into the Book- Practicing Reading Comprehension Skills-Questioning, Using Prior Knowledge, Inferring, Evaluating, Making Connections, Synthesizing, Summarizing and Visualizing	http://reading.ecb.org/index.html
PBS Teacher Activity Packs	http://www.pbs.org/teachers/readlanguage/
Create Your Own Scenario!	http://www.kids-space.org/HPT/1a/11a.html
Garfield's Reading Ring-Interactive Sequence and Comprehension Game	http://www.professorgarfield.org/pgf_ReadingRing.html
Kid's Lab Reading Strategies Tutorials and Activities	http://www.manatee.k12.fl.us/sites/elementary/samoset/srw3.htm
Reading Comprehension	http://alexandria-es10.lausd.k12.ca.us/Staff_pages/Henry_Anker/Mr_Anker_Tests_New/Language/Reading/ReadingComprehension4a.swf
Reading Comprehension and Vocabulary	http://depts.gallaudet.edu/englishworks/exercises/main/reading.html
Reading Comprehension Questions	http://www.mrnussbaum.com/exploreractivities.htm
Reading Comprehension Questions on a Variety of Subjects	http://www.mrnussbaum.com/readingpassageindex.htm
BBC Bitesize Reading Comprehension Activities	http://www.bbc.co.uk/schools/ks3bitesize/english/reading/index.shtml
Scholastic Online Reading Response Activities	http://www2.scholastic.com/browse/learn.jsp
The Writing Fix-Picture Book Lessons and check out the Writing About Reading Section	http://writingfix.com/index.htm
K-5 Grade Level Reading Activities-Go to a Grade Level and click on Language Arts	http://internet4classrooms.com/grade_level_help.htm
TV411 Improving Reading Activities	http://www.tv411.org/reading/
BBC Skillswise	http://www.bbc.co.uk/skillswise/words/reading/
Thinkfinity Interactive Reading Resources	http://www.thinkfinity.org/home.aspx
Inspiring Middle School Literacy (Grades 5-8)	http://www.teachersdomain.org/special/adlit/
Printable Reading Comprehension Strategies Worksheets	http://www.readingquest.org/strat/
Reading Comprehension Worksheets	http://www.rhlschool.com/reading.htm

Teachology Reading Comprehension Worksheets	http://www.teach-nology.com/worksheets/language_arts/reading_comp/
ABCTeach Reading Comprehension Worksheets	http://www.abcteach.com/directory/reading_comprehension/grades_24/
Scholastic Printable Reading Graphic Organizers	http://www2.scholastic.com/browse/article.jsp?id=2983
A Variety of Reading Strategies Graphic Organizers	http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm
Region 15 Graphic Organizers-Some good reading ones here	http://www.region15.org/curriculum/graphicorg.html

What's In Our Library?



Parenting Your Twice Exceptional Child Part of the Spotlight on 2e Series from the publishers of 2e; Twice Exceptional newsletter.

This series of publications is intended to help parents, advocates, Educators, and other professionals better meet the needs of gifted children with learning difficulties. Each provides easy-to-understand information on how to recognize and address the combination of giftedness and learning deficits or disorders in children. Included are articles, checklists, charts and resource listings. There are three chapters in this book: Chapter One: Understanding and Supporting Your 2e Child. Chapter Two: Educating Your 2e Child.

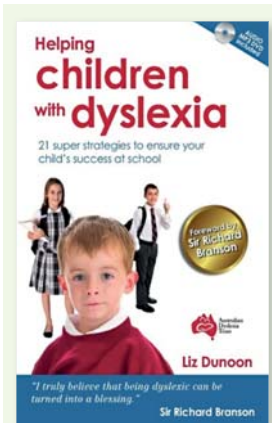
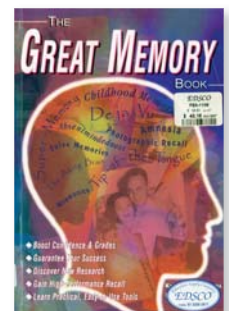
Chapter 3: Resources For Parents.

For more information contact 2e Twice Exceptional newsletter: www.2eNewsletter.com

The Great Memory Book: Karen Markowitz & Eric Jensen

We rely on memory for every activity in life – from accomplishing basic tasks to complicated procedures, from flying a kite to balancing our finances, from taking an exam to singing a song. The Great Memory Book opens the door to optimal memory functioning by introducing you to the latest research on memory and how it relates to our whole body/brain/mind system. In a reader – friendly format, you will learn how to apply what we now know about memory to your own for immediate memory improvement.

This book is a great book for anyone seeking to understand how the memory works.



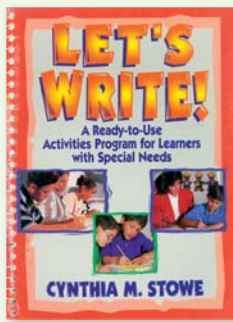
Helping Children With Dyslexia: 21 Super strategies to ensure your child's success at school by Liz Dunoon.

Is your child struggling at school? To read?... To write?... To Remember?... To Learn?... By reading this book you will find out:

- How to Tell if your child is dyslexic.
- The secret to stopping your child's tears and tantrums over school and homework
- How To Help your child to regain their confidence and their self –esteem

- Proven strategies to help your child to catch up when they have fallen behind at school
- How to talk to teachers, choose the right school and get a support system in place
- How to access 100's of free learning aids and resources
- Why your child can 'overcome' dyslexia and look forward to a happy and successful future

This book by Liz Dunoon, a parent of three children who have specific learning disabilities, will show parents how to ensure their child's success at school. Available from Speld Qld library and for purchase at \$29.00. Postage costs added.



Let's Write! A Ready to use Activities for Learners with Specific Needs. By Cynthia M. Stowe

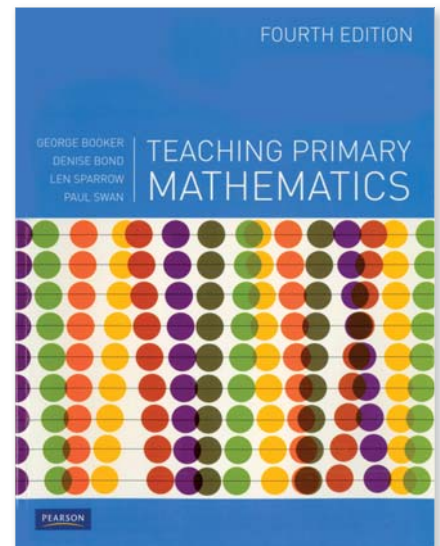
For all educators from years 3 and up here is proven, ready to use resource that lets you easily tailor writing experiences to the needs of any student having difficulty writing – even the most reluctant writer! Starting with simple written words and progressing to sentences, paragraphs,

reports, stories and essays, this book takes into account all ability levels and learning styles to help each student achieve success.

There are over 200 activities and over 110 worksheets – all able to be photocopied. It is organized into two parts.

Part I concentrates on teaching the basic structures of written language in seven sections: Sentences, Paragraphs, Research Reports, Book Reports, Stories and Essays.

Part 2 offers a combination of specific skills development and opportunities for practice in nine sections: Grammar, Editing, Poetry, Literature Connection, Holidays, Letters, Using the newspaper, Real Life Writing and Gimmicks and Gags.



Teaching Primary Mathematics: George Booker, Denise Bond, Len Sparrow, Paul Swan.

This is the fourth edition of this book and is written for teachers. Countless numbers of readers have found the first three editions provided them with the necessary content and pedagogical knowledge to create highly effective learning environments. It has proved helpful to teachers who have previously struggled with mathematics and as a result of the information within this book they have become competent and confident teachers. This new edition has been extensively revised and updated. It has been written with a strong emphasis on how students learn mathematics. Extended discussions on patterning and problem solving lay the foundations for a new chapter on algebraic thinking. This book is suitable for primary and middle school teachers and it includes discussion of issues such as the national curriculum and the NAPLAN assessment for numeracy, this fourth is an even more valuable resource for pre-service and practicing teachers.

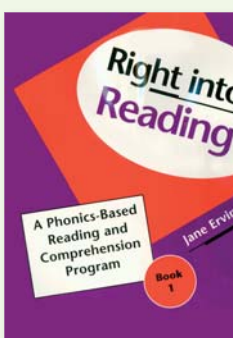
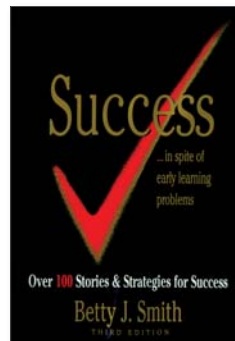
Success...in spite of early problems: Over 100 Stories & Strategies for Success. Betty J. Smith

Learning Disabilities can be known by many other names: Receptive & Expressive language disorders, Dyslexia, Dyscalculia, dysgraphia, dyspraxia

Associated behavioural and emotional disorders as a consequence of the SLD and ADD attentional difficulties.

Problems can be overcome to varying degrees while other gifts can compensate a successful and fulfilling life.

In this book there are over 100 inspiring stories of people who, despite experiencing difficulties in schools, proved that with resilience and a positive attitude learning disabilities such as dyslexia can be successfully managed.



Right Into Reading: a Phonics Based Reading and Comprehension Program. by Jane Ervin.

There are two parts to this book. Part One contains fifteen practical lessons on Short Vowels, Blends and Syllables. Part Two contains ten equally practical lessons on Long Vowels. Each lesson is supported by clear, contemporary, attractive illustrations that are appealing to children. The

pages of this book are well set out with lots of space between activities.

There is an uncluttered appearance that makes it simpler for children who have specific learning disabilities to understand. There are close and comprehension activities and areas for writing activities. This book would be suitable for primary school children.