

DAI Newsletter

Autumn 2007

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Dyslexia Association of Ireland
Suffolk Chambers
1 Suffolk Street
Dublin 2

Tel. 01 6790276

Website: www.dyslexia.ie

DAI's 6th European Conference

DYSLEXIA – CHALLENGE AND ACHIEVEMENT

The Helix, Dublin City University - Saturday, October 20th, 2007

A Registration Form is enclosed with this Newsletter. **We have extended the date for early bookings to September 17th so please send in your form now to avail of the reduced fee.** This conference will be very relevant to parents, adults with dyslexia, employers and teachers. If someone you know would benefit from attending please tell them about it. There will be a wide range of topics and a variety of speakers.

We have a very interesting programme with something for everyone.

Opening Address

We begin with an address from Mr. Turlough O'Sullivan, Director General of IBEC. We are delighted that Mr. O'Sullivan has agreed to speak. IBEC is the major employers' body in the country and this is the first time that the topic of dyslexia in the workplace will have been brought to the attention of employers by someone they know and respect.

Keynote Presentation

Dr. David McLoughlin is an expert on educational and occupational psychology and his talk will set the tone for the day, linking diagnosis, intervention, education and career prospects. Dr. McLoughlin is a very experienced presenter and has a gift for making complex subjects easy to follow.

Children and Students

Information on possible interventions and support for the younger child with dyslexia will be provided by Mary Ball, Psychologist and Education Director with the DAI. The needs of second level students will be dealt with by Wyn McCormack, Career Guidance Counsellor, and those of third level students by Madeline O'Rourke. Madeline is the Director of The Writing and Research Support Service at N.C.A.D. and the National Institute of Art,

Design and Technology in Dun Laoghaire.

These speakers are well known to members of the association as they have a wealth of expertise and practical experience.

These talks are a "must" for parents whose children have recently been diagnosed with dyslexia, or who are coming to the end of second level education.

The Workplace

"Achieving Success in the Workplace" is the title of two sessions being given by Jo Todd. Jo set up the Key 4 Learning company in the UK and has provided consultancy services to private industry and government departments for many years. At our last conference in 2004 Jo's session threatened to disrupt our timetable as participants were reluctant to let her go and we received many requests for her return. Jo has a lot of experience in the practical matters of suiting the person to the job and vice versa. Jo's approach is so positive and upbeat that she is a joy to hear.

Training Programmes

For a practical example of what can be achieved through appropriate training, we will have reports on two different programmes, one in Denmark and one in Celbridge, Co. Kildare. Mary Wafaie and Emma Matthews have been both participants and staff members on the Career Paths Programme which is sponsored by DAI and administered by FAS.

DAI's 6th European Conference

Training Programmes *continued*

The story of the many adults with dyslexia who have achieved satisfaction and success through this training programme is nothing short of magnificent. Dr. Pauli will share his experience of running a programme for young people with dyslexia in Copenhagen. The Scandinavian countries have very well developed services for people with disabilities so it will be very interesting to see how their training programmes operate.

Adult Tuition

The art of tutoring at adult level will be covered by Katherine Kindersley of the Dyslexia Teaching Centre, London. This is an area which is relatively undeveloped in this country and it will be a rare opportunity for teachers and tutors to hear from someone with vast experience and expertise on the subject.

Legislation

You may think that the law is a dull and rather dry subject, but this is definitely not the case when it is reviewed by dynamic speakers like Niall Crowley and Ercus Stewart. The legislation governing employment and disability is of vital importance to both employers and employees. You never know when you might need to have such information.

The only problem we foresee for members at this conference is choosing which talks to attend. So do get your applications in early to secure your preferences.

Please tell your friends, teachers, neighbours about this conference. It only happens every three years so it would be a shame to miss it.

D-DAYS – PERMISSION GRANTED FOR COLLECTIONS

This is the list of shopping centres which have given us permission for a collection this year so far. They are:

Blanchardstown Shopping Centre	October 4, 6 & 11
The Mill Shopping Centre, Clondalkin	October 5, & 6
Donaghmede Shopping Centre	October 12 & 13
St. Stephen's Green Shopping Centre	October 12 & 13
Superquinn, Blackrock, Co. Dublin	October 26 & 27
Superquinn, Lucan, Co. Dublin	November 9 & 10

Collections are still a very good way of raising money, but they are labour intensive. We know we can get the money in if we can get the bodies out.

If you can help at all, even for a few hours, do please let us know at:

Tel. 01 6790276

Fax. 01 6790273

Email: info@dyslexia.ie

Or drop us a line in the post and let us know at which centre and on which date you would be available to help. Even a few hours does make a real difference.

Applying to College - What you need to know

Please read this article which has been written for us by Alison Doyle, a Disability Officer at Trinity College, Dublin. This kind of information is invaluable and if you have a student in the Leaving Certificate cycle do keep it on file. This information would also be most useful to the Guidance Counsellor of your child's secondary school. Please feel free to pass it on.

Introduction

Statistically, students with disabilities are under-represented in institutions of Higher Education in Ireland (HEI). Colleges have adopted several initiatives to address accessibility, and to target applicants with disabilities through the establishment of 'alternative', 'direct' or 'supplementary' admission procedures. The rationale behind these initiatives is to acknowledge that as a result of their difficulties, some students may not reach the required points for the course of their choice at third level.

Supplementary Admissions

To improve the administration of admission procedures, the HEIs have introduced a common supplementary application procedure facilitated by the CAO. This procedure involves the provision of a Supplementary Information Form (SIF) to all applicants who indicate that they have a disability. Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia fall under the umbrella of disability for the purposes of supplementary admission.

By ticking the box on the CAO form, your application can be considered for the Supplementary Admission Route.

Filling out the CAO Application Form

Filling out forms can sometimes be complex and confusing, but it is important that you take your time completing the CAO Application Form. Fill out all parts of the form and return it by the CAO deadline. If you are having any problems, ask for help.

When you receive your CAO form, have a look for a tick box which is called "Disability / Specific Learning Difficulty". This is usually on the first page of the CAO form. Tick this Box.

When you return the form to the CAO you will be sent a "Supplementary Information Form", which consists of 4 separate documents.

Evidence of Disability Form

Your Medical Consultant/Specialist/Psychologist must complete this section. If you have a Specific Learning Disability such as dyslexia, you must enclose an educational psychologist's report that is no more than 3 years old. This form will require additional details of your difficulties and any other relevant medical information. This information remains strictly confidential.

NOTE: When an up to date psychological assessment report is submitted and the report has been signed by the psychologist, this is normally seen as fulfilling the requirement that the evidence of disability form be signed.

Applying to College - What you need to know

Dyslexia Assessment/Educational Psychologist Reports

The CAO information form states that educational psychology reports should have been completed within the last three years. It is recommended that reports should be no more than three years old, as a psycho-educational assessment is merely an estimate of a student's attainment at the time of testing. For example, spelling and reading difficulties assessed at age 12 years, are not relevant to a Leaving Certificate student aged 17/18 years. It is not possible for HEIs to gauge the level of disadvantage as a result of dyslexia, where the degree of disadvantage is not current. Reports that are older than three years old will not be accepted, and your application for alternative, direct or supplementary admission will not be considered.

I cannot stress this point enough. Every year a significant number of supplementary applications are rejected because reports are too old. Most distressing is that these are often the students with the severest level of difficulty. You may have a document from the State Examinations Board called Reasonable Accommodations for Examinations outlining any accommodations you received in the Leaving Certificate, such as a reader or waiver for spelling and grammar. This is not acceptable as evidence of dyslexia.

Acceptable format of reports

Sometimes, even though the dyslexia assessment/educational psychology report is within the three year rule, the report is rejected as the information is incomplete, insufficient or not relevant. This may be because the tests used are inappropriate to the age of the student, or there is no specific information as to the nature of difficulty (no sub tests results). A short update or review report is not acceptable. Therefore, all reports should contain the following information.

1. A specific learning disability must be stated within the documentation submitted. If another diagnosis is applicable, it should also be stated. A statement should be included indicating current status of the learning disability and the relevance of the learning disability to the institutional setting.
2. The evaluation must have been completed within the last three years for students just graduating from secondary school. It is preferred that individuals who are seventeen years of age or older be tested using diagnostic instruments normed for adults. It is not acceptable to use tests for children. In addition, the tests used must be current versions.
3. For an assessment of dyslexia to be recognised by any participating HEI, it must be carried out by a fully qualified Psychologist with a recognised qualification. A recognised qualification is a relevant postgraduate qualification in psychology with further specialist training in psychological assessment.

4. Preferred Tests to be used:

Wechsler Adult Intelligence Scale – Third or Fourth Edition (WAIS III or IV)
Wechsler Intelligence Scale for Children – Third or Fourth Edition (WISC-III or IV)
Woodcock Reading Mastery Test Revised – (WRMT-R)
Wide Range Achievement Test 3 – (WRAT 4)
Dyslexia Adult Screening Test – (DAST)
The Adult Reading Test

Applying to College - What you need to know

Core components of an assessment report

Cover sheet including the student's name, date of birth, age at assessment, date of assessment, school/college attended.

Introduction. Referral information; family, developmental and educational history; any relevant medical information and the student's perceptions of his/her difficulties. Any previous assessments should be summarised. Where English is spoken as a second or additional language, details of the student's language history and current levels of competence should be included.

Test behaviour during the assessment that may have affected the results.

General Level of Intellectual Ability. Measures of verbal and non-verbal ability should be reported. The student's profiles of scores should be discussed, with particular reference to any significant discrepancies between verbal and non-verbal ability.

Cognitive Processing, including working memory, phonological processing and speed of processing. In some cases a full IQ test (WAIS III UK) will have been administered and reported in the previous section, so some of these aspects may have been covered. Performance in other tests, such as numeracy, motor control and/or attentional functioning, may be included.

Attainments in Literacy, including single word reading, non-word reading, text reading and reading comprehension. Results should cover qualitative analysis of errors, evidence of strategies being used, fluency, reading speed and ability to extract information from text. Information about spelling will come from a graded spelling test and from a piece of free writing, which will also yield information about ability to write grammatically, the complexity of sentence structures, the coherence of writing, use of vocabulary, writing speed and legibility of handwriting.

Attainments in Arithmetic should be included if the student will have any mathematical content in their course of study.

Attainments in Language. Comment should be made here with regard to any difficulty studying a foreign language.

Conclusion. It should be stated whether or not the student has a SpLD and whether their condition is disabling in the context of studying at Third Level. The effects of SpLD on the student's literacy and study skills should be outlined, taking into account any compensatory strengths.

Recommended Support. As students will have an Assessment of Need at the commencement of their college career, it is not necessary or appropriate to make detailed recommendations. A brief statement about the type of support which might help the student should be made here, particularly in relation to study skills tuition and assistive technology.

Summary

I would strongly suggest that parents take note of these criteria and discuss the need for their inclusion in the report, at the time of consulting an educational psychologist.

Applying to College - What you need to know

The Personal Statement

You must write the personal statement yourself. Ask for help if you need it, but remember to use your own words. This information is very useful to Admissions Board and Disability Personnel. It allows all involved to have a clear idea of the strengths and weaknesses of the student, and how their difficulty impacts on learning.

Second Level Academic Reference

Your school principal and teacher/guidance counsellor must complete this part of the form. The information they provide is extremely useful, especially where reference is made to any learning support provided in school, and successful strategies employed by the student to cope with the learning environment.

More information

All of the above information is available on the CAO website (www.cao.ie) and the relevant section is called 'Common Supplementary Admission Criteria for the selection of Students with Disabilities and Specific Learning Difficulties'.

Alison Doyle, Disability Officer, Trinity College Dublin

July 2007

ANNOTATION OF CERTIFICATES IN STATE EXAMS

The appeal taken by the Department of Education and Science against the finding of the Equality Tribunal that it was discriminatory to endorse the certificates of students who availed of reasonable accommodation in state exams was heard during the summer. A decision has not been announced by the judge in the case yet. This is expected on October 2nd after some further evidence is heard. The case has been contested very strongly by the Department of Education and Science which has brought educational experts from abroad to support the case for annotation.

Preliminary figures for the numbers given reasonable accommodation in 2007 show a continuing upward trend.

	Accommodation	2006	2007
Junior Certificate	Use of tape recorder	555	580
	Reading Assistance	2769	3101
	Word Processor	138	177
	Spelling/Grammar Waiver	3992	4378
Leaving Certificate	Use of tape recorder	181	194
	Reading Assistance	736	967
	Word Processor	86	135
	Spelling/Grammar Waiver	1458	1841

Reading Age of First Year Text Books

What reading age would you expect a student at first year of second level to have? As first year students are usually 12 or 13 would you expect that they would read like 12 year olds? Or would you expect them to read like 15 year olds? Wyn McCormack carried out an interesting experiment on some first year text books recently. She took passages at random and applied a formula (the Flesch-Kincaid Grade Level Readability Test) to them. This is what she found:

1. Home Economics: Deirdre Madden – Design for Living.

“Anorexia is a neurosis (a mental illness where the person suffers from anxiety and obsessive behaviour). People (usually young and female) who suffer from anorexia tend to have a low self-image. They see themselves as overweight when in fact they are too thin. They refuse to eat food and, if they are forced to eat it will often make themselves vomit to get rid of it. Eventually they suffer serious vitamin deficiencies, their periods stop and they may, in time, die slowly from starvation. Specialized treatment is required, usually in hospital. It consists of a supervised eating regime with psychological counselling.”

When the formula was applied to this passage it revealed that a student would need to have a reading age of 15 years or more to cope with that text book. This is the level expected of a student in 4th year.

2. Religion: Anne Boyle – All About Faith.

“The Methodist Church was founded in the eighteenth century by two Anglican clergymen, John Wesley and his brother, Charles Wesley. They founded a movement aimed at reviving the Anglican Church, which they believed was then losing touch with the needs of ordinary people. John and Charles faced considerable opposition to their work from the leadership of the Church of England. Their followers were nicknamed Methodists because of their very methodical (orderly) approach to prayer, to the

study of the Bible and to life in general. By the end of the eighteenth century, these Methodists separated from the Church of England and formed a new denomination (branch) of the Christian tree.”

This text book turned out to require a reading age of 16 years, which is the level expected of a 5th year student.

3. History: M.E. Collins, G. Henry and S. Tonge – Living History 1.

“After the fall of the Roman Empire many towns almost ceased to exist. But around 1000 AD, life became more peaceful, trade increased and towns revived. Many grew up near the sea or on rivers where ships could come to trade. Many towns grew up near a castle. The lord and his soldiers protected towns and their people from robbers and made it safer to live and work.

Medieval towns were small by today’s standards. Even cities had only a few thousand inhabitants. In this chapter we will look at a medieval town and the people who lived in it. Look at the picture opposite and you will see some of the important buildings and places in a medieval town.”

This book, in contrast to the other two, only required a reading age of 11 years, which would be equivalent to that of a student in 6th class in primary school.

This short survey is very interesting indeed and one which parents and teachers should bear in mind. When a student has a psycho-educational assessment, the report will usually include details of reading age. Many students with dyslexia will have reading ages which are much lower than their chronological ages. If the text books they are required to study have reading ages which are much higher than one would expect, then the difficulties they face will be even more severe.

Excerpt from Post Primary Guidelines on Inclusion of SEN Students

The following excerpt from the new guidelines for post primary schools on the inclusion of students with special educational needs was brought to our attention by Wyn McCormack. This is very interesting in view of the difficulty that some parents have experienced in getting a place for second level students in a school of their choice.

“There is evidence that some post-primary schools continue to have restrictive enrolment policies that lead to the effectual exclusion of children with special educational needs and those with other learning differences. Policies and practices may also be in operation within a school that hinder the full participation of children with SEN and there may be a failure to make reasonable accommodations for these students. Some parents of children with SEN have experienced difficulty in relation to the enrolment of their child in the school of their choice. In this regard appeals have been taken successfully by parents under Section 29 of the Education Act 1998.

Boards of management should note that discrimination by educational establishments on the ground of disability including the admission or the terms or conditions of admission of a person as a student is prohibited by the Equal Status Act (2000). Boards of management are also required under the Education Act (1998) to make reasonable provision and accommodation for students with a disability or other special education needs. The Department of Education and Science considers that the practice of selecting certain students for enrolment and refusing others so as to ensure that only a certain cohort of students is enrolled – for example those who are more able academically – is unacceptable and that where such practices exist they should be discontinued. In such cases schools are strongly advised that their enrolment policies should be revised immediately in conformity with current statutory requirements and to provide for clear and inclusive enrolment practices and procedures. The importance of developing appropriate dispositions, attitudes and skills for inclusion among those working in the school and among the student body and the parent community is also emphasised.

It is also inappropriate for a school to include a clause in its admissions policy to the effect that the enrolment of a student with special educational needs is dependent on the allocation of appropriate resources. It is good practice for a school to seek all relevant information on a child with special educational needs before their enrolment. This may be done as part of the admissions process. ... This information should not be normally used in any way, explicitly or implicitly, to determine whether the child is to be enrolled in the school. Access to such information can however enable the school to make suitable advance preparations for the admission of the student and, if necessary, to seek additional resources from the National Council for Special Education, the Department of Education and Science or the Health Service Executive.”

2007 Flora Women’s Mini-Marathon

Many thanks to all the women who took part in the Flora Women’s Mini-Marathon on behalf of the Dyslexia Association on 4th June. To date almost 6000 Euro has been raised, and there is more to be collected. The Mini-Marathon is a very healthy and fun event which raises much needed funds for charity each year, so why not start training now and get ready for next year’s mini-marathon!

Annual General Meeting – April 21st, 2007

This year's AGM was held at the Clarion Hotel on April 21st and there was a very good attendance. The business of the day was brief and to the point. Mary Byrne, National President of the association gave a detailed report on the past year's activities and her speech is reprinted in the accompanying Annual Report.

Noel Muldowney presented the accounts and warned that the association is very dependent on government grants and is therefore vulnerable. The only way to overcome this difficulty is by increasing the level of our own fundraising. We also need to keep up the pressure on government to increase the size of our core grant, which has not changed since 2001.

The following members were elected to the National Executive Committee:

Mary Byrne National President

Madge Daly Vice President

Caroline Dooley Martyn Hon. Secretary

Eadaoin Briody Hon. Treasurer

Gerry (Matthew) Byrne, Mary Cosgrave, Olive Connolly, Alison Doyle, Jo Gannon, Maureen Kelly, Paddy Lockhart, Derryann Morgan, Pauline Moran, Wyn McCormack, Treasa Seoighe, Edel Williams. (June Maher has also been co-opted onto the committee).

Parents' Course

Following the AGM a course for parents was held and this was attended by over 120 people. This course was facilitated by a grant from Vodafone Ireland which allowed the course to be presented for a much reduced fee. Evaluation sheets recorded that the course was very valuable and enjoyable. Some negative comments related to the sound system and the delays at coffee time. These issues have been taken on board and the hotel, when informed, was quick to apologise.

Programme Co-ordinators' Meeting

A meeting for workshop programme co-ordinators and assistant co-ordinators was also held on April 21st. Some 15 workshops were represented and a useful exchange of information took place.

D-Day Walk in Glendalough - September 30th 2007

The Spring Newsletter carried a report of last year's walk in Glendalough. Readers will remember that Caroline Dooley-Martyn described an exhilarating experience for a group of transition year students who enjoyed a great day out while raising funds for DAI. We heartily recommend this walk to individuals, families, or groups of friends as a great day out with a real 'feel good' factor.

It is proposed to have three walks this year with varying degree of difficulty and with information stops along the way. An overview of all three walks is outlined below. You can pay a set fee or get your friends to sponsor you. Whatever your preference - why not come along and join the fun. Everybody is welcome.

For further information and sponsorship forms contact Mary at 01 6286762.

Please register your interest by 17th September 2007. A registration form is on page 11.

Details of the three possible walks are on page 11.

D-Day Walk in Glendalough - September 30th 2007

A: Short Walk

Walk Fee: Adult: €10

Family: €25

Suitable for: People with mobility difficulties, elderly, wheelchairs or buggies.

Walk: **Green Walk** Distance: 3 km Time: 50 minutes.

Walk description:

This is an easy walk skirting one side of the Lower Lake along the boardwalk to the wetland edge at the other end. The views up the valley are spectacular. From here the walk continues to the finishing point on the picturesque shore of the Upper Lake.

2 Talks: Dyslexia, The Dyslexia Experience.

B: Medium Walk

Walk Fee: Adult: €10

Family: €25

Suitable for: persons with an average level of fitness i.e. families and casual walkers.

Walk: **Orange Walk** Distance: 8km Time: 2 hours 30 minutes.

Walk description:

A ramble along a path flanked by larch and pine trees to the upper reaches of the Derrybawn Mountain. This route has magnificent views of the whole Glendalough and Glendasan Valley. The woodland trail leads us to the steps of Poulanass Waterfall. We descend the steps to finish our ramble by the picturesque shore of the Upper Lake.

3 Talks: Dyslexia, Flora & Fauna, The Dyslexia Experience.

C: Long Walk (*sponsored*)

Suitable for: persons with a moderate to good level of fitness, i.e. hillwalkers, ramblers, schools/ Transition year students.

Walk: **White Walk** Distance: 10km Time: 3 hours 50 minutes.

Walk description

This trail starts with a steep climb via Poulanass Waterfall. Next we ascend 600 wooden steps leading to a spectacular viewing point overlooking the Upper Lake. After a short break for photos we follow the boardwalk that takes us over the top of the cliffs before descending through blanket bog and heath into picturesque Glenealo Valley. The terrain changes on the descent into the Miners Village and along the Miners Road. The trail finishes by the picturesque lakeside of the Upper Lake.

5 Talks: Dyslexia, Map reading, First Aid, Pacing, The Dyslexia Experience.

D-Day Walk - Registration Form

Name: _____ Tel. No. _____ Email: _____

Address: _____

Choice of Walk: Short Medium Long

Payment by cheque or postal order to: Dyslexia Association of Ireland, 1, Suffolk St., Dublin 2.
Sponsorship forms will be sent to those choosing to do the Long (sponsored) walk.

Courses for Parents - Autumn 2007

In response to many requests from members a number of one day courses for parents will be held around the country this autumn. A generous grant from Vodafone Ireland has allowed us to offer these courses at a reduced rate and to travel to different parts of the country.

The courses will be in:

Swords, Co. Dublin	Saturday, September 15 th
Sligo Town	Saturday, September 22 nd
Kells, Co. Meath	Saturday, September 29 th
Enniscorthy, Co. Wexford	Saturday, November 10 th

The content of the Swords course is slightly different to that at the other venues so it is printed separately.

A booking form for each course is printed in this newsletter. Please fill in the form for the date and venue which suits you and return it to DAI, 1 Suffolk Street, Dublin 2.

Early booking is advised as places are limited.

SLIGO	KELLS	ENNISCORTHY
Date: September 22 nd	Date: September 29 th	Date: November 10 th
Venue: Tucana Room, Clarion Hotel, Sligo Town.	Venue: Headfort Arms Hotel, Kells, Co. Meath.	Venue: Spencer Suite, Riverside Park Hotel, Enniscorthy, Co. Wexford.
Time: 10.00 a.m. – 4.00 p.m.	Time: 10.00 a.m. – 4.00 p.m.	Time: 10.00 a.m. – 4.00 p.m.

Fee: €20 for members. €35.00 for non-members.

(This reduced fee is available courtesy of funding from Vodafone, Ireland. Coffee/tea will be provided but lunch is not included.)

PROGRAMME - For all three venues (Sligo, Kells & Enniscorthy)

10.00	Coffee and registration
10.30	“Understanding Dyslexia – noting emerging behaviours, taking action” <i>Mary Ball, Psychologist, Dyslexia Association of Ireland.</i>
11.30	“What Parents Can Do – some practical suggestions” <i>Anne Hughes, Director, Dyslexia Association of Ireland.</i>
12.30	Lunch – options available in hotel.
2.00	“Planning for the future – second level and after” <i>Wyn McCormack, Guidance Counsellor/Author/Parent.</i>
4.00	Close

Courses for Parents - Autumn 2007

To reserve a place, please complete the appropriate form below and return to:
DAI, 1 Suffolk Street, Dublin 2.

BOOKING FORM

SLIGO PARENTS' COURSE

Name: _____ Tel. No.: _____

Address: _____

DAI Membership No.: _____

I enclose _____ for admission for _____ person(s) to the Sligo Parents' Course, on
September 22nd, 2007.

BOOKING FORM

KELLS PARENTS' COURSE

Name: _____ Tel. No.: _____

Address: _____

DAI Membership No.: _____

I enclose _____ for admission for _____ person(s) to the Kells Parents' Course, on
September 29th, 2007.

BOOKING FORM

ENNISCORTHY PARENTS' COURSE

Name: _____ Tel. No.: _____

Address: _____

DAI Membership No.: _____

I enclose _____ for admission for _____ person(s) to the Enniscorthy Parents' Course, on
November 10th, 2007.

Courses for Parents - Autumn 2007

SWORDS PARENTS' COURSE

A one-day course which aims to help parents in understanding and meeting the needs of children and young adults with dyslexia is offered by the Dyslexia Association of Ireland.

Date: Saturday, September 15th, 2007.

Venue: Carnegie Court Hotel, North Street, Swords, Co. Dublin.

Time: 10.00 a.m. – 4.00 p.m.

Fee: €20 for members. €35.00 for non-members.

(This special low fee is available courtesy of funding from Vodafone Ireland.
Coffee/tea will be provided but lunch is not included.)

Programme for the Swords Parents' Course

10.00 Coffee/Tea

10.30 "Some thoughts on Dyslexia – Understanding and Educating"
Mary Ball, Psychologist, Dyslexia Association of Ireland.

12.00 "Practical Matters – Help Available to Parents in North Dublin"
Marie Boyle, Programme Co-ordinator, Peninsula (Rush) DAI Reading Workshop.

12.30 Lunch – options available in hotel.

2.00 "Social and Emotional Facets of Learning Disability"
Mike Power, Clinical Psychologist, Mater Child Guidance Clinic.

3.00 "How Parents can Help"
Anne Hughes, Director, Dyslexia Association of Ireland.

4.00 Close.

BOOKING FORM

SWORDS PARENTS' COURSE

Name: _____ Tel. No.: _____

Address: _____

DAI Membership No.: _____

I enclose _____ for admission for _____ person(s) to the Swords Parents' Course, on September 15th, 2007.



Christmas Cards



Yes, we know it's early and you're more likely to be thinking of sunscreen (or umbrellas) than snow, but we'd like to let you know about our attractive range of charity Christmas cards for Christmas 2007 for sale in aid of the Dyslexia Association.

This year we have some new designs available, as well as some old favourites:

- "Patrick Kavanagh" - a snowy scene of Kavanagh canal-side.
- "From All of Us" - a fun and modern greeting with Santa and snowmen.
- "Snowy Morning" - a beautiful snowy rural scene.
- "Magical Christmas" - a fairy sprinkling magical Christmas wishes.
- "Lir Gold" - a simple classic Christmas tree in shades of gold and cream.
- "International Greetings" - children joining hands around the world.
- "Silent Night Around the Tree" - children singing Christmas carols.
- "Winter Fun" - a snowy scene, featuring children on sleds and skis.
- "Nativity" - a modern, colourful Nativity scene.
- "Snowman" - a cute snowman.

A full catalogue, containing pictures of all the designs, can be downloaded from the DAI website, www.dyslexia.ie/christmascards

There are 12 cards and envelopes in each pack.

Cards are available from the national office and can be ordered by post at €6.00 per pack, plus €1.50 postage per pack.

Please get your order in early to avoid disappointment.

Cards will be delivered from October 2007 onwards.



Order Form for DAI Christmas Cards



- I would like to order _____ pack(s) of "Patrick Kavanagh" cards.
- I would like to order _____ pack(s) of "From All of Us" cards.
- I would like to order _____ pack(s) of "Snowy Morning" cards.
- I would like to order _____ pack(s) of "Magical Christmas" cards.
- I would like to order _____ pack(s) of "Lir Gold" cards.
- I would like to order _____ pack(s) of "International Greetings" cards.
- I would like to order _____ pack(s) of "Silent Night Around the Tree" cards.
- I would like to order _____ pack(s) of "Winter Fun" cards.
- I would like to order _____ pack(s) of "Nativity" cards.
- I would like to order _____ pack(s) of "Snowman" cards.

I enclose € _____ (€6.00 per pack) plus € _____ postage (€1.50 per pack)

The total enclosed is € _____

Please post the cards to:

Name: _____ Tel: _____

Address: _____

Please post this completed form, with the appropriate fee, to:

DAI, 1 Suffolk Street, Dublin 2.

Cards will be delivered from October 2007 onwards.

