



Europe's Children Our Concern asbl

supporting children and young people with learning difficulties

Under the Patronage of Her Royal Highness Princess Mathilde

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"Together we can make a difference"

ECOC News No. 53 – October 2006

If you have news that you would like us to pass on, or if you would like us to publicise an event or mention a resource that you have found useful, please send us the details.

ECOC News

ECOC Conference – 29 November 2006 – Note change of date!

Exchange Today, Include Tomorrow

The conference will address the challenges of diversity, giving school administrators the chance to clarify the goals they have for their schools and parents and teachers the opportunity to explore techniques for fostering the potential of children who learn differently. Among the speakers are Matthieu Kleinschmager, who recently led a most successful EC-OC session on mind-mapping; Gordon Pope, who advises London teachers on gifted and talented children and developing thinking skills, and Julian Still, a consultant on organisational learning. Other workshops will present strategies for differentiation in the classroom, ways of communicating effectively with children and "brain-friendly" teaching.

More information is available from the EC-OC office. Email: ecoc@ecoc.be or phone: +32 (0)2.537.4836.

Other news

October is Dyslexia Awareness Month

In an effort to promote greater knowledge and understanding of dyslexia and related learning disabilities, the Board of Directors of The International Dyslexia Association (IDA) has officially designated the month of October as Dyslexia Awareness Month. In the UK Dyslexia Awareness Week will be celebrated between 6 and 12 November.

Treaty to protect the rights of people with disabilities

After five years of negotiations, countries meeting at United Nations Headquarters in New York have agreed on a new treaty to protect the rights of people with disabilities. "This is the first convention of this magnitude for this century," UN General Assembly President Jan Eliasson said after the agreement was reached. He told the negotiators that they were conveying to the world "the message that we want to have a life with dignity for all and that all human beings are all equal."

More information from the UN website: www.un.org/disabilities/convention/

European Year of Equal Opportunities – 2007

The European Commission has designated 2007 as the European Year of Equal Opportunities for All. Most of the 25 member states have now set up national coordinators to organise events and there will be a Equality Summit in January. More information from http://ec.europa.eu/employment_social/equality2007/nb_en.htm

Every Disabled Child Matters

This is the title of a new campaign to ensure rights and justice for every disabled child. The British Institute of Learning Disabilities (BILD) is a partner in the campaign through the Council for Disabled Children. They are looking for 10,000 people to sign up in support by December 2006. You can log on to www.edcm.org.uk to register your support.

Every Disabled Child Matters is supporting a review of children's services in the UK that could lead to more resources and new guidance and targets for disabled children. The review, run jointly by the UK Treasury and the Department for Education and Skills (DfES), will feed into the 2007 Comprehensive Spending Review.

Steve Broach, Campaign Manager, comments, "Comprehensive Spending Reviews are how government sets its spending priorities - so we are delighted that disabled children are one of three priority themes within this one. We are working with Ministers and officials to make sure that they have the evidence about rising numbers of children with complex needs, inequalities in service provision and the need for disabled children to be a priority in commissioning and inspection frameworks."

In addition to the government review, Ministers Ed Balls MP and Lord Adonis invited MPs to hold their own hearings on disabled children's services, which took place in July. The *Every Disabled Child Matters* organisations supported these hearings. Over 300 written submissions were received, offering powerful evidence of the need for improvements to services, minimum service standards and new entitlements to support. The MPs from the hearing panel will reconvene when Parliament returns in October, and the report from the hearings will be launched on 26 October.

Study uncovers the first brain neurons

Findings published in *Nature Neuroscience* show that the first neurons, or "predecessors", as the researchers called them, are in place 31 days after fertilization. This is much earlier than previously thought and well before development of arms, legs or eyes.

"These neurons, described here for the first time, precede all other known cell types of the developing cortex," the researchers report. "These precocious predecessor neurons might be important in the cascade of developmental events leading to the formation of the human cerebral cortex."

The cerebral cortex is largely responsible for human cognition, playing an essential role in perception, memory, thought, language, mental ability, intellect and consciousness. Co-author Pasko Rakic, chair of the Department of [Neurobiology](#) and director of the Kavli Institute of Neuroscience at Yale, said the use of highly specific cell markers led the team to the surprising discovery of new types of neurons in the prospective cerebral cortex.

"We hypothesize that these predecessor neurons may be a transient population involved in determining the number of functional radial units including the human specific regions of the

cerebral cortex mediating higher cognitive functions," Rakic said. "As a next step it is essential to determine their neural stem cell lineage, pattern of [gene expression](#), developmental role and eventual fate."

Pinpointing the early development of the cerebral cortex may help in understanding the many developmental disorders of higher brain function, such as autism, schizophrenia, childhood epilepsy and developmental dyslexia amongst other learning difficulties. It also may explain how the human brain developed differently from that of other species.

Until recently it was thought that cortical neurons were generated locally, but this research team describes a distinctive, widespread population of neurons situated beneath the surface of the human embryonic forebrain even before complete closure of the neural tube. Predecessor cells, unlike mature nerve cells, do not have synaptic connection with other neurons. They do have long processes, or "tails," with one [stretching](#) out in front of the cell body and the other trailing behind. Analysis of the skeleton of these cells suggests that they migrate upwards in the surface of the developing brain and enter the future cortex.

The researchers found that the processes form a vast network and they speculate that this web of processes might be used to control neuronal production, guide the migration of cells and determine the regional specification of the cerebral cortex.

Co-authors include Irina Bystron, Zoltan Molnar and Colin Blakemore of Oxford University (UK).

Drama schools opening up to budding actors with disabilities

In the past, many students applying to drama school or music college in the UK would have kept a condition such as dyslexia or mental health problems hidden if they could, concerned that with hundreds competing for every place it would give the audition panel an excuse to take someone else. Other disabled applicants would probably not have applied at all.

This is now beginning to change, according to Barbara Waters, chief executive of Skill, the National Bureau for Students with Disabilities. Not only are more of these students being encouraged by friends and teachers to have a go, institutions are becoming more open minded about who they take and how they go about choosing them and legislation is urging them on.

Athena Stevens, for example, has wanted to be an actor since childhood and applied to every drama school in the UK; she had about 20 auditions. She got down to the last but one stage at the Royal Academy of Dramatic Art (Rada) in London and received offers from four other institutions. This, in spite of the fact that she has cerebral palsy, with restricted movement in all four limbs.

Her experience shows that in spite of the intense competition for places and the emphasis on physical appearance and future employability, it is still possible for a disabled person to achieve a place on a prestigious performing arts course. Take Sophie Stone, who is studying a three-year acting degree at the highly competitive Rada, and is deaf. Or Lucy Edwards, who is studying to be a props maker at the Bristol Old Vic Theatre School, and is dyspraxic. Or Aidan O'Reilly, another aspiring actor at Rada, who has a visual impairment that means, "What most people see at 200 feet, I see at 20 feet."

Nick Lawson, a recent graduate of London Contemporary Dance School who has dyslexia, says, "Sequences that take other people a matter of minutes can take me days to learn. I've

learnt not to panic and take it down to the basics, breaking it down movement by movement."

The schools that these students attend are all part of the Conservatoire for Dance and Drama, which brings together eight affiliate schools delivering high-level vocational training in dance, drama and circus arts. For the past three years, the Conservatoire has run a disability project, funded by the Higher Education Funding Council for England, looking at how provision for disabled students can be improved in every aspect of studying a course in the performing arts. This includes changing application forms to encourage applicants to disclose a disability and say what support they think they might need in an audition, without fear of damaging their chances of being accepted. The Conservatoire has also produced a DVD featuring disabled students to encourage others to apply.

In addition, the project involves training staff on how to support the disabled students they teach. Lois Keith, disability project manager for the Conservatoire, says staff may have received very traditional training in their own student days and might not have worked with disabled people in their own professional lives. They need to be kept up to date not only with the "reasonable adjustments" they may need to make in their teaching but with changes in legislation and issues such as confidentiality.

New UK legislation has encouraged attitudes more open to inclusion. The Disability Discrimination Act Part 4, that came into force last year and in April and September this year, obliged public bodies, including universities and colleges, to anticipate the needs of disabled students and make the necessary adjustments in the physical environment.

From this month there will be more onus on universities to explain if they have failed to make the adjustments needed, while in December, a new aspect of the act will require public bodies to produce a disability equality scheme showing how their procedures give equal rights to disabled people.

A DVD of these and other students talking and performing is available from l.keith@cdd.ac.uk

German President speaks on improving educational provision

On 21 September Horst Köhler, the President of Germany, gave a speech in Berlin emphasizing the importance of developing each individual in schools. He talked of the need to foster talents and to move away from the idea that one programme can suit every child. He said that achievements in art, music and sport should be considered alongside success in academic subjects. More money should be invested in schools, he added, not only for well trained teachers but for speech therapists, psychologists and counsellors. The full speech (in German) is available from:

http://bildungplus.forumbildung.de/templates/bjp_lib_details.php?libid=556&start=0&str1=* &str2=&str3=&eve=&art=&details=&libArbeitspapiere=

Study on commonalities in developmental disorders

An international team of scientists has found commonalities in various childhood developmental disorders usually considered separately.

Their report, in the October issue of the journal *Nature Neuroscience*, focuses on specific language impairment and dyslexia, autism and fragile X. Researchers, in four articles, explore current knowledge about the disorders and suggest avenues for future research.

The scientists say they have determined that autism might consist of a constellation of traits found in less extreme forms in the general population, and language disorders are likely to provide clues about the evolution of language.

They say understanding such commonalities can shed light on the genetic and neural networks involved and might ultimately lead to treatments that go beyond symptom management.

The study was a collaboration of scientists at Boston's Beth Israel Deaconess Medical Center; the UK Institute of Psychiatry; Cornell University, and New York University.

2nd Annual Poetry Competition

nasen has just announced their 2nd Annual Poetry Competition for children between the ages of five and 19 on the topic of *Inclusion*.

There will be four categories and prizes will be awarded to the best three poems in each:

Primary Individual (5-11)

Primary Group (5-11)

Secondary Individual (11-19)

Secondary Group (11-19)

The winning poems will be published in an anthology by Rising Stars. Closing date for entries Friday 26 January 2007. For more information contact nasen: at www.nasen.org.uk

Anti-bullying Week

Anti-bullying Week in the UK will be celebrated between 20 and 24 November 2006.

Is your school ready? More information from: www.anti-bullyingalliance.org.uk

Study confirms link between lead and smoking and ADHD

About one-third of ADHD cases among American children may be linked with tobacco smoke before birth or with lead exposure afterwards, according to new research. The findings build on previous research and offer one of the first estimates for how much those environmental factors might contribute.

"The findings of this study underscore the profound behavioural health impact of these prevalent exposures and highlight the need to strengthen public health efforts to reduce prenatal tobacco smoke exposure and childhood lead exposure," said the authors, led by researcher Joe Braun of the University of Wisconsin-Milwaukee.

The researchers analyzed data on nearly 4,000 children aged 4 to 15 who were part of a 1999-2002 government health survey; included were 135 children treated for ADHD. Children whose mothers smoked during pregnancy were 2 1/2 times more likely to have ADHD than children who were not exposed to tobacco before birth. Children with blood lead levels of more than 2 micrograms per deciliter were four times more likely to have ADHD than children with levels below 0.8 microgram per deciliter. Exposure to tobacco smoke after birth was not associated with increased ADHD risks, even though childhood exposure to lead was.

The study is published in the journal *Environmental Health Perspectives*.

Fish oil 'better than Ritalin' for treating ADHD

Manufacturers of fish oil supplement Eye Q claim their product is "safer and more effective"

than Ritalin and other drugs used in treating Attention Deficit Hyperactivity Disorder (ADHD).

The large clinic-based study involved 132 children aged 7-12. The trial was conducted by the University of South Australia in Adelaide.

"Within three months, the behaviour of those taking the fish oils had improved dramatically and at the end of the 30-week trial, 50 per cent of the children saw a significant reduction in their ADHD," the study found.

The study was conducted on the basis that a lack of fatty acids in the diet can lead to a range of medical conditions. Apart from ADHD, they include dyslexia and dyspraxia.

Eye Q fish oil supplements are made from natural marine fish oil and evening primrose oil that contains Omega 3 and Omega 6 fatty acids.

Spelling lessons change brain patterns

In a recent study [University of Washington](#) neuropsychologist Virginia Berninger looked at how spelling lessons may be able to change the way the brain of someone with dyslexia works.

Comparing the brain activity of 40 children between the ages of 9 and 12, Berninger noted that MRI images of the brains of children with dyslexia completing a spelling task differed greatly from the images from other children doing the same task. She then gave the children with dyslexia a series of spelling lessons, which emphasized picturing words in their head and spelling words backwards to help them focus on letter sequences in written words. At the end of the lessons, the children with dyslexia were again asked to complete the spelling task. This time, the MRI images more closely matched those of their peers without dyslexia, showing, according to Berninger, that education can help to reshape the brain.

"Our research is telling us good spellers are taught, not born, as is often assumed," she says.

Berninger points out that other common teaching methods for dyslexia also help to "normalize" brain function. She hopes that her work can help to enforce the idea that with early intervention and good training, all those with dyslexia can learn how to adapt.

"We always find that these kids improve." she says. "Just because you have dyslexia, it doesn't mean that you cannot learn."

More information from:

http://sciencedaily.healthology.com/focus_article.asp?b=sciencedaily&f=mentalhealth&c=children_code-of-dyslexia&pg=2

Gambia launches dyslexia-awareness programme

Gambia has launched a regional awareness programme on dyslexia, which will include all the country's educational regions.

Dr Pap Sey, deputy permanent secretary for education, says the programme marks another step in empowering students to conquer dyslexia and other special learning difficulties and to promote diversity in the educational system.

"This programme is part of the policies to provide education for all, and it will continue to provide teachers with the various methods and techniques to facilitate a better learning process for those with some learning difficulties," said Dr Sey.

Dyslexia at work

A full set of my information sheets and articles on dyslexia and dyspraxia in the workplace (and on adult dyslexia generally) is now available on the web:

www.workingwithdyslexia.com/info-sheets.php

These include information on:

- Arranging an assessment
- What happens in an assessment
- Dyslexia in the workplace
- Emotional issues
- Dyspraxia

Make school make sense

The UK National Autistic Society (NAS) *make school make sense* campaign has won the support of Lord Adonis, Minister of Education, and the Children's Commissioner in England.

Lord Adonis said, "We accept more needs to be done. We do need to do more in resources and support and expert services to be able to give the attention to children with autism they deserve."

As part of the *make school make sense* campaign, a group of children with autism met the Children's Commissioner, Professor Sir Albert Aynsley-Green, to talk about their experience of school and to deliver a new NAS report called *make school make sense for me*, which features interviews with children and young people with autism about their experiences at school.

Following the meeting, Sir Albert Aynsley-Green said, "It's appalling and it's shameful for our country, the fifth richest economy in the world, to have so many children that are not being looked after and given the resources they need to develop to their full potential."

He continued, "The three things that are wanted are first of all to make sure that there is a right school for every child. The second thing we want is to make sure that there is the right training of teachers... And the third thing that we want is to make sure that schools have the right approach to children with these conditions. In my office last week we had to be very careful about not overloading these children with bright colours, with noise...to have quiet space for them to relax in and to be comfortable in. These aren't things that cost large amounts of money. It's a cultural change, it's a way of understanding the lives of these children and how we can improve it for them."

More information from <http://www.nas.org.uk/>

Speech recognition with Office 2002

There are plenty of reasons why you might want to control your PC using speech recognition rather than using a keyboard and mouse. Now, providing you have Office 2002 or a later version, there is little to stop you trying it out. All you need is a microphone and the time to train the tool to interpret your voice.

The Office speech recognition tool is not designed for completely hands-free operation. For the best results, you will need to use a combination of the keyboard or mouse and your voice. This is a link to the [list of commands](#) you can use in Voice Command Mode, which allows you to use a microphone to access Word menus and manipulate text.

A list of commands on the Microsoft web site will help you make [changes when dictating text to Word](#) - for example, starting on a new line or inserting punctuation.

Texthelp shortlisted for an award

Texthelp Systems Ltd has been shortlisted in the category 'Business software supplier of the Year' in the annual computing awards.

Texthelp's products include Read&Write, Browsealoud and Lexiflow. Each product has proved to be a valuable tool for those in education and special needs.

Read&Write is a literacy tool designed to help students complete reading, writing and research independently. It won this year's UK Education Resource Award for secondary students.

Browsealoud reads websites out loud and makes it easy for those with literacy difficulties to read and understand web pages and interact online.

Private tutors online

Private tutors are a luxury many families cannot afford. But California mother Denise Robison found one online for US\$2.50 an hour - in India.

Her 13-year-old daughter, Taylor, is one of 1,100 Americans enrolled in Bangalore-based TutorVista, which launched US services last November with a staff of 150 "e-tutors" mostly in India. They charge US\$100 a month for unlimited hours.

"We've changed the paradigm of tutoring," said Krishnan Ganesh, founder and chairman of TutorVista, which offers subjects ranging from grammar to geometry.

"It's not that the U.S. education system is not good. It's just that it's impossible to give personalised education at a reasonable cost unless you use technology, unless you use the Internet and unless you can use lower-cost job centres like India. We can deliver that."

TutorVista launched a British service in August and Ganesh said he planned to expand into China in December to tap demand for English lessons from China's booming middle class. In 2007, he plans to launch Spanish-language lessons and build on Chinese and French lessons already offered.

Resources

Books

[The Complete Guide to Asperger's Syndrome](#) by Tony Atwood

"Ten years ago, I picked up a copy of Tony Atwood's *Asperger's Syndrome: A Guide for Parents and Professionals*. Little did I know it would change me, my family and our lives together. This straightforward, no nonsense book did for me what nothing and no one else in my entire life had ever been able to do. Simply put, it explained the whys behind who I

was, and in so doing, it gave me the building blocks that would enable me to become who I am today - a happy and confident, gainfully employed, married mother of three. Until I read Dr. Attwood's book, everything about me was in jeopardy of evaporating into the thin air I had spent my life stumbling through. Dr. Attwood, or Saint Tony as I call him, gave me the strength to come out to the world and admit I was only pretending to be normal. That strength saved my life, of that I am certain. And now Saint Tony has penned a new book and it is extraordinary. The Complete Guide to Asperger's Syndrome is a comprehensive manual filled with useful information, updated research and most importantly, helpful advice and encouragement for those of us who have AS and those who strive to support us."

- Liane Holliday Willey, author of *Pretending to be Normal: Living With Asperger's Syndrome*

The Complete Guide to Asperger's Syndrome is the definitive handbook for anyone affected by Asperger's syndrome (AS). It brings together a wealth of information on all aspects of the syndrome for children through to adults. Drawing on case studies and personal accounts from Attwood's extensive clinical experience, and from his correspondence with individuals with AS, this book is both authoritative and extremely accessible. Chapters examine:

- causes and indications of the syndrome
- the diagnosis and its effect on the individual
- theory of mind
- the perception of emotions in self and others
- social interaction, including friendships
- long-term relationships
- teasing, bullying and mental health issues
- the effect of AS on language and cognitive abilities, sensory sensitivity, movement and co-ordination skills
- career development.

Further information from: <http://www.jkp.com>

Hardback, ISBN-10: 1-84310-495-4 ISBN-13: 9781843104957, 400pp, 2006, £17.99, \$29.95

Dyslexia: How to Survive and Succeed at Work by Dr Sylvia Moody

This is a practical guide to dealing with dyslexic difficulties in the workplace. It will be useful to anyone who is experiencing such difficulties and also to their managers, mentors and trainers.

The book covers the nature of dyslexic difficulties and the specific problems they can cause in working life. It sets out simple yet effective strategies for managing the difficulties, capitalising on strengths and improving efficiency. It also suggests ways of handling the emotions which often accompany dyslexia, and of cultivating a positive and assertive attitude. There is also advice on how to deal with dyspraxia and visual stress.

For employers, there is clear guidance on how dyslexia is likely to affect efficiency at work, what help and support they can offer, and what legal obligations they have to make reasonable adjustments for dyslexic employees.

Finally there is detailed information on software programs and other technological aids, as well as a comprehensive list of help organisations and suggestions for further reading.

Paperback, ISBN-10: 009190708X, 208 pp, Vermilion, 2006, £8.99

New Developments in Autism: The Future is Today edited by Juan Martos Pérez, Pedro M. González, María Llorente Comí and Carmen Nieto

This international collection provides a comprehensive overview of cutting-edge research on autism spectrum disorders (ASDs) by experts in the field, stressing the importance of early diagnosis and a good working relationship between parents and professionals. The contributors cover a wide range of aspects of ASDs, from early assessment techniques, neurodevelopment and brain function to language development, executive function and genetic research. They explore how individuals with ASDs think and give evidence-based guidance on how to handle difficulties with social interaction and language development using appropriate interventions.

New Developments in Autism will be of great interest to professionals, researchers, therapists and parents. Details: <http://www.jkp.com>

Paperback, ISBN-10: 1-84310-449-0 ISBN-13: 9781843104490, 352pp, 2006, £29.99, \$49.95

Loving Mr Spock: Understanding an Aloof Lover - Could it be Asperger's Syndrome? by Barbara Jacobs

With a foreword by Tony Attwood, David Potter of the National Autistic Society calls it, "A searingly honest account of the difficulties faced when people who are differently wired come together. It is a must for all those with an autism spectrum disorder in their midst."

Details: <http://www.jkp.com>

Paperback, ISBN-10: 1-84310-472-5 ISBN-13: 9781843104728, 240pp, 2006, £12.99

Tutoring Adolescent Literacy Learners by Kathleen A. Hinchman, Kelly Chandler-Olcott

"This unique book provides preservice teachers and literacy volunteers with many practical and theoretical insights that will enable them to work effectively with adolescents. The authors do an especially good job of portraying the 'feel' of working with adolescents. Promoting an atmosphere of respect for the learner, the book will motivate tutors by demonstrating what important work they can accomplish." -- Francine R. Johnston, EdD, Department of Curriculum and Instruction, University of North Carolina at Greensboro.

Paperback, ISBN: 1593851294, 176 pp, 2005, £17.99

Conferences and events

2 October 2006

Developing Effective Anti-Bullying Strategies: Putting Policy into Practice

London, UK

A two-day training course to equip participants with the skills, knowledge and understanding they need in order to identify and address bullying effectively. For more information and a booking form visit: www.ncb.org.uk/training. The course will be repeated on 5 December 2006

10 October 2006

World Mental Health Day

ADHD Europe will participate this year to promote awareness of ADHD in some way. Can the different organisations also come up with an idea of a way to mark this day?

10 October 2006

Unwillingly to school

Garstang, UK

A practical training day for those who work with children and young people who refuse to go to school. Participants will leave with proven strategies to overcome school refusal. More information from: carol@achieve4u.org

18 October 2006

Anger Management

Garstang, UK

If you work with children or young people with anger management problems then this course will provide you with practical and effective ways to motivate them and help them develop greater control. The course is repeated on 28 November. Further information: e-mail carol@achieve4u.org

24 October 2006

L'inattention : La comprendre et réfléchir aux moyens d'intervention

Lasne, Belgium

APEDA is holding its annual lecture on aspects of dyslexia (in French). The speakers are Mme Catherine Degiorgio and Mme Amélie Desguin. More information from: www.apeda.be

26 October 2006

Epilepsie et apprentissages

Brussels, Belgium

Part of the CONFERENCES-DEBATS series organised by the Ligue francophone belge contre l'Epilepsie, Professor Kenou van Rijckevorsel, épiléptologue, will speak. More information from: www.ligueepilepsie.be

3 November 2006

Good SLD Practice – what works?

Manchester, UK

Organised by British Institute for Learning Disabilities (BILD) in partnership with Mencap. This is the third annual conference based on the successful BILD journal *The SLD Experience*. One of the speakers will be Philippa Russell, Disability Rights Commissioner and Disability Policy Advisor, National Children's Bureau. More information from: <http://www.bild.org.uk/>

3 November 2006

Reading Reform Foundation Conference

London, UK

Speakers include: Jim Rose CBE, Professor Diane McGuinness, Jennifer Chew OBE, Sue Lloyd, Ruth Miskin and Debbie Hepplewhite. [Click HERE for booking information](#). Or visit the web site: <http://www.rrf.org.uk/conferencereservation.htm>

14-16 November 2006

Policy and Practice for social inclusion of children and young people - The role of non-formal & informal learning

Berlin, Germany

The Child and Youth Welfare Association ([Arbeitsgemeinschaft für Kinder- und Jugendhilfe - AGJ](#)) in Germany and Eurochild AISBL are organising a European conference on the role of non-formal and informal learning in combating social exclusion of children and young people.

The conference will bring together three key areas of the EU's political agenda: the fight against child poverty and social exclusion, cooperation in the field of youth policy and implementation of the European Youth Pact. The conference will focus on exploring the inter-linkages between participation, learning and social integration. More information from: www.eurochild.org

17 November 2006

British Institute of Learning Disabilities – *Valuing good practice in autism*

Newcastle, UK.

The conference aims to meet the needs of practitioners and parents living or working with individuals with autistic spectrum disorders of all ages. The conference will be of interest to a multi-disciplinary audience of professionals in services provided by health, social services and education as well as parents and individuals with autistic spectrum disorders. It aims to disseminate good practice, raise issues of relevance to practice and facilitate a reflective and evaluative approach. This will be achieved through a selection of stimulating and thought-provoking keynote speakers and workshop sessions which cover a range of current key issues.

More information from: <http://www.bild.org.uk>

25 November 2006

Youth Road Show

Bristol, UK

To encourage young people to speak out on issues of concern to them, UNICEF is organising a series of youth road shows. Others include Leeds on 10 December and Edinburgh on 20 January. More information from: www.unicef.org.uk

25 November 2006

Cross Cultural Study Day on Parenting Children with ADHD

Leuven

Organised by ADHD Belgium, a composite of Flemish, French, German and English speaking family support groups, this project has been made possible with funding provided by the Prince Philip Foundation and the premises have been donated by KBC in Leuven. There will be space for over 200 participants and simultaneous translations of the presentations will be provided in English, Dutch, French & German. For further information, email simon.barber@skynet.be

29 November 2006 – Note change of date!

EC-OC Conference

Details above.

27 January 2007

British Dyslexia Association AGM

London, UK

The British Dyslexia Association will hold its Annual General Meeting – postponed from 18 November – at the Institute of Child Health. Further information from: admin@bdadyslexia.org.uk

Tip of the month

Lower the brightness of your screen

Many dyslexic children and adults experience a glare from looking at a computer monitor. Lowering the brightness and reducing the contrast can prevent headaches and dislike of computer work.

Try changing the background colour too!