



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. 69 – June 2008

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 Annual General Meeting – 16 June

Europe's Children-Our Concern (ECOC) invites you all to its Annual General Meeting on 16 June at 19.30hrs at Espace 53 (Autoworld) - Ground floor Lounge, Parc du Cinquantenaire 11, 1000 Brussels (easy parking and close to metros Merode and Schuman).

The meeting will be following by a celebratory cocktail and tapas. Confirmation of participation would be appreciated either by phone to: 02/770 16 02 or via e-mail to ecoc@ecoc.be

More information from www.ecoc.be

ECOC Conference

ECOC will be holding its annual conference on 8 October. Please make a note of the date. Details will follow!

News

UK Government announces dyslexia review

The UK Government has announced that an inquiry looking into what is taught in England's primary schools is to be widened to look at how children with dyslexia should be supported.

Sir Jim Rose, whose 2006 report on the teaching of early reading has helped to focus on the need properly to address children's reading skills, will head up the review of the primary curriculum. He is expected to report next year, recommending the best way to identify and teach children with dyslexia in school.

Announcing the wider remit, Schools Secretary Ed Balls said Sir Jim would recommend how to establish a pilot scheme in which children with dyslexia are given one-to-one tuition from specialist dyslexia teachers or follow a Reading Recovery Programme.

The British Dyslexia Association (BDA) and other leading dyslexia organisations, including Dyslexia Action, PATOSS and Xtraordinary People, welcomed the very real interest the Government is taking in dyslexia.

They believe that the country should be in implementing a simple system where each school would have one teacher trained as a dyslexia/SpLD specialist to recognise and support children with dyslexia/SpLD. Sir Jim Rose will be consulting them.

More information: [Ministerial Statement on Dyslexia](#)

Dyslexia affects different parts of the brain in Chinese and English readers

According to findings published in a recent edition of *Proceedings of the National Academy of Sciences*, children with dyslexia brought up reading Chinese and English have disorders in different parts of the brain.

"This finding was very surprising to us. We had not ever thought that dyslexics' brains are different for children who read in English and Chinese," said lead author Li-Hai Tan, a professor of linguistics and brain and cognitive sciences at the University of Hong Kong. "Our finding yields neurobiological clues to the cause of dyslexia."

Reading an alphabetic language like English requires different skills from reading Chinese, which uses symbols to represent words.

Past studies have suggested that the brain may use different networks of neurons in different languages, but none has suggested a difference in the structural parts of the brain involved, Tan explained.

Guinevere F. Eden, director of the Center for the Study of Learning at Georgetown University in Washington, said the process of becoming a skilled reader changes the brain. "Becoming a reader is a fairly dramatic process for the brain," she explained. "The implication here is that when we see a reading disability, we see it in different parts of the brain depending on the writing system that the child is born into,"

Tan said, "Previous genetic studies suggest that malformations of brain development are associated with mutations of several genes and that developmental dyslexia has a genetic basis, We speculate that different genes may be involved in dyslexia in Chinese and English readers."

More information: http://www.hku.hk/press/news_detail_5758.html

Soap looks to the experts for dyslexia story line

The UK charity Dyslexia Action has been working with the UK soap *EastEnders* on a dyslexia story line. Current episodes show that a nine-year-old boy is having difficulties at school and is apparently struggling in most subjects. It will shortly come to light that this is because he is dyslexic.

Dore Programme to close

The operators of the DDAT programme for dyslexia have hit financial problems. A statement on the UK web site said they were closing all of the UK centres; the Australian arm of the business went into administration last week. The USA centres are also reported to have closed.

The programme was set up by Wynford Dore after investigating therapies for his dyslexic daughter. It uses a series of research-based balance and co-ordination exercises to stimulate the cerebellum.

The programme had been controversial from the start. A number of papers published in the British Dyslexia Association's Journal have been critical of the research underpinning the programme. After the British journal Dyslexia published a positive paper about the Dore programme in 2003, it was followed by ten critical commentaries. In 2006, five members of the Journal's board of directors resigned in protest at the publication of a follow-up article, which was supportive of the programme.

More information: <http://www.dore.co.uk/>

BDA expands its range of courses for teaching staff

The British Dyslexia Association (BDA) has launched five new training courses for summer 2008 to help teachers and teaching assistants deal with a range of issues associated with teaching those with dyslexia and other learning difficulties.

These include:

- Dealing with Dyscalculia
- Exploring Multi-Sensory Teaching
- Practical Solutions Plus
- Hidden Difficulties
- Improving Behaviour in Children with Dyslexia and other SENs

Further information: paulb@bdadyslexia.org.uk

Dyscalculia further researched in Auckland

Auckland University researchers Anna Wilson and Karen Waldie will study further dyscalculia, a learning disability which makes it difficult for the brain to process and understand numbers and simple mathematics.

The research will look at the relationship between dyscalculia and dyslexia and try to identify the cognitive and neurological symptoms of dyscalculia.

"Our research will help understand the causes of dyscalculia, ways to diagnose individuals and the best way to intervene and treat it."

More information:

<http://www.auckland.ac.nz/uoa/about/news/articles/2008/04/dyscalculia.cfm>

Can you help with a research project on dyspraxia?

Michelle Pratt would like to hear from families who have a child aged 7 to 14 years diagnosed with developmental coordination disorder (DCD – often referred to as dyspraxia).

Michelle's research is looking at the impact of DCD on everyday living, and how it may be linked to other aspects of life such as planning and memory skills, self-esteem and anxiety.

More information: Michelle Pratt, Psychology Department, Goldsmiths, University of London, London SE14 6NW. or m.pratt@gold.ac.uk

Affordable text to speech software launched

The British Dyslexia Association (BDA), in association with Claro Software, has launched a text to speech program to help children who cannot read.

The program, ClaroRead SE (Special Edition), provides text to speech support tools that allow computer users to read and write independently. It will be available at a third of the price of similar learning aids, making such important technology more affordable.

ClaroRead SE speaks back text as it is typed, allowing users to check work quickly and easily. Text can be spoken at any point by highlighting individual sections of text and pressing play. The software reads out text from a computer, whether that is Word documents, scanned text, web pages, emails or any other text.

ClaroRead SE will also include a BDA Workbook, which provides information on dyslexia and tips to help children develop to their full potential. Claro SE will cost from just £49 for the CD Rom and £59 for the portable USB stick version (excluding VAT). School licences are also available for ClaroRead starting at £795.

More information:

http://www.bdastore.org.uk/index.php?main_page=product_info&products_id=451

Student creates web page reader

A University of Washington student, Jeffrey Bigham, has won a Microsoft contest by creating a web-based screen reader, Webanywhere. It helps blind people to access the Web from almost any computer that can produce sound, without requiring expensive accessibility software. Basically, it reads web pages aloud.

The UW will host the WebAnywhere service as a free public service.

The prize includes US\$8,000, a trip to Paris and a trip to Los Angeles to present the project to the conference on technology for people with disabilities in March 2009.

More information: <https://www.washington.edu>

Making books accessible to all

European researchers are trying to widen access to books by adapting new technologies for the visually impaired and others who find reading difficult.

The aim is to make all new publications simultaneously available in formats such as Braille, large print and audio. This will mean the blind, the partially sighted and those suffering from reading disabilities such as dyslexia have the same access to information as the rest of society.

The [EU-funded](#) EUAIN project and its successors have brought together the publishing industry in Europe with accessibility organisations for the first time, and a whole new type of publishing is in the process of being created as a result.

Project co-ordinator David Crombie says while there are plenty of accessibility projects for the Internet, this one is different in that it deals with allowing access to documents in any digital format.

"At key points in the process of creating a digital document, you have to put in accessibility," he says. "The sooner in the process you add accessibility the better and cheaper it is."

Although EUAIN itself wound up last year, there is still a long way to go before all publishers make all books accessible on demand. But the EUAIN team has laid the building blocks in the form of a new association, and spin-off projects such as one to set up standards and industry guidelines and produce training materials and courses.

The partners from the project are also trying to set up a new entity that will use the Open Document Format to provide publishers with the ability to electronically plug in to the system and get their books automatically formatted for accessibility.

More information: ictresults@esn.eu

Brain's role in autism probed

A psychology researcher has pinpointed regions of the brain that are linked to "ritualistic repetitive behaviour" in autistic children, according to findings reported in a recent issue of *Biological Psychiatry*.

Keith Shafritz, an assistant professor of psychology at Hofstra University on Long Island, compared brain images of autistic children with those of neurologically normal youngsters. He and collaborators at Duke University and the University of North Carolina in Chapel Hill used a form of magnetic resonance imaging to explore sites in the brain.

In children with autism, Shafritz found deficits in specific regions of the cerebral cortex, the outer layer of gray matter linked to all higher human functions, including repetitive behavior. He also mapped deficits in the basal ganglia, a region deep below the cerebral hemispheres.

"We like to think about the research process as discovering clues to why people engage in certain behaviours," Shafritz said. "We were able to identify a series of brain regions that showed diminished activity when people were asked to alter certain behaviours and were not able to do so."

Shafritz said the brain areas associated with repetitious behaviour were not associated with another autism problem, self-injury. However, Shafritz found a relationship between the newly identified brain areas and overlapping regions linked to schizophrenia, obsessive compulsive disorder and attention-deficit hyperactivity disorder (ADHD).

More information: http://www.hofstra.edu/home/news/PressReleases/051408_Autism.html

Theatre for children with autism

The Unicorn Theatre in London is performing a play especially for children with autism spectrum disorders and other learning difficulties this summer.

The multi-sensory performance of *The Whale's Tooth* - a play designed for young people with severe, profound and multiple learning difficulties, complex disabilities or an ASD - will run between 2 and 20 July at the Unicorn Theatre, 147 Tooley Street, London.

The Whale's Tooth uses interactive, sensory theatre to engage the audience about relationships, journeys, loss and reconciliation. All the action takes place inside a large igloo-shaped tent, which transports you to a stunning arctic environment rich in sound and light. The play is adapted by Gill Brigg from *The Arctic Fox* by Mary Ellis.

Further information from: <http://www.unicorntheatre.com/p60.html> or boxoffice@unicorntheatre.com

ADHD and cardiovascular risks

The American Academy of Pediatrics and the American Heart Association have released a new statement on managing children and adolescents with attention deficit disorder. The statement seeks to clarify the cardiovascular risks that may be associated with a diagnosis of ADHD — in particular, the recommendation of an electrocardiogram assessment of children with ADHD before beginning pharmaceutical intervention.

The new statement is as follows:

On April 21, 2008, the American Heart Association released a statement about cardiovascular evaluation and monitoring of children receiving drugs for the treatment of Attention Deficit Hyperactivity Disorder (ADHD).

As a result of language in the news release and the statement as published, there have been conflicting interpretations of the recommendations regarding the use of an electrocardiogram (ECG) in assessing children with ADHD who may need treatment with medications.

The purpose of this joint advisory of the American Academy of Pediatrics (AAP) and the American Heart Association (AHA) is to clarify the recommendations.

- The scientific statement included a review of data that show children with heart conditions have a higher incidence of ADHD.
- Because certain heart conditions in children may be difficult (even, in some cases, impossible) to detect, the AAP and AHA feel that it is prudent to carefully assess for heart conditions children who need to receive treatment with drugs for ADHD.
- Obtaining a patient and family health history and doing a physical exam focused on cardiovascular disease risk factors (Class I recommendations in the statement) are recommended by the AAP and AHA for assessing patients before treatment with drugs for ADHD.
- Acquiring an ECG is a Class IIa recommendation. This means that it is reasonable for a physician to consider obtaining an ECG as part of the evaluation of children being considered for stimulant drug therapy, but this should be at the physician's judgment, and it is not mandatory to obtain one.
- Treatment of a patient with ADHD should not be withheld because an ECG is not done. The child's physician is the best person to make the assessment about whether there is a need for an ECG.
- Medications that treat ADHD have not been shown to cause heart conditions nor have they been demonstrated to cause sudden cardiac death. However, some of these medications can increase or decrease heart rate and blood pressure. While

these side effects are not usually considered dangerous, they should be monitored in children with heart conditions as the physician feels necessary.

More information: [American Academy of Pediatrics](#)

Adults with ADHD do fewer days of work

The research, which looked at 7,000 workers in 10 countries, found that an average of 3.5 per cent had ADHD. Writing in *Occupational and Environmental Medicine*, the Dutch team said workplace screening should be used to pick up people with the problem. A UK expert backed the idea, but warned they should not be stigmatised.

In the study, employed and self-employed workers aged 18 - 44 were screened for ADHD as part of the World Health Organisation World Mental Health Survey Initiative in Belgium, Colombia, France, Germany, Italy, Lebanon, Mexico, the Netherlands, Spain and the USA.

Workers with ADHD were found to take an average of eight days off sick each year. They also had, on average, 21 days where they did less work than they should have and 13 days where their work was of poorer quality - each of which was deemed to equate to half a day of lost performance.

The study was carried out by a team who are part of a World Health Organization (WHO) research consortium at Harvard Medical School. They said: "It might be cost-effective from the employer perspective to implement workplace screening programmes and provide treatment for workers with ADHD."

UK school support for deaf and blind

Children with problems with vision and hearing are to be offered more support in schools in England, according to Schools Minister Andrew Adonis.

This will include more sign language and extra large-print text books.

"It's vital that sensory impairments are not a barrier to learning," said Lord Adonis. "Children with hearing difficulties and visual impairments have the same right to a quality education as everyone else.

Announcing Down Syndrome Education International

[The Down Syndrome Educational Trust is now Down Syndrome Education International.](#)

They say they have adopted a new name that better reflects the wide reach of their work. The charity reaches many thousands of frequent web site readers in over 170 countries, customers in over 60 countries and donors in nearly 40. Their new Open Access publishing initiative will bring all of their books, teaching materials and films online by the end of 2009.

The UK is still Down Syndrome Education International's home and they continue to operate their [research](#) and [publishing](#) from The Sarah Duffen Centre. They have recently launched improved news feeds. You can find the feeds and subscription options for email news at the [DownsEd In Touch](#) web site.

More information: feedback@downsed.org

Resources

Books

Sing-a-long Resources

The new THRASS Sing-a-long Family Reading Project uses 44 songs that parents and others can sing with children to explain the 44 sounds and 120 main spelling choices of English. The songs have memorable tunes in different musical styles and imaginative titles such as "The moon fell out of the sky", "A great big gorilla" and "You don't get pandas in Africa".

The main THRASS Sing-a-long Family Reading Resources are an interactive book and an audio CD, complemented by a 96-page hard-back book and a colouring book. Later in the year a sheet music book and a Move-a-long with Sing-a-long DVD will also be available.

More information: [click here](#).

It's Called Dyslexia

Paperback, ISBN: 978-0764137945, 32 pp, Barron's Educational Series, 30 Nov 2007, £4.99

This is one of several titles in Barron's *Live and Learn* series for younger children. They are books that take a child's point of view, especially if the child suffers from some physical challenge or lacks self-confidence in going about everyday activities. These illustrated picture storybooks encourage kids never to be afraid of a challenge.

Following each story are four pages of suggested activities that relate to the book's theme. A final two-page section offers advice to parents. The child in this story knows the alphabet, but she sometimes has trouble putting all the letters together to read words. No matter how hard she tries, she often mixes up the letters or writes them backwards. She's unhappy until her teacher explains that she has dyslexia, and that she can be helped to read and write correctly.

British Dyslexia Association Games Manual

A range of games to develop the auditory and visual awareness necessary to improve word-attack skills, while also providing over-learning, revision and reinforcement of vital literacy skills. The games are photocopiable sheets and come in a ringbound folder.

The games relate not just to the matter of not being able to spell, but also to the background reasons behind the dyslexic pupil's problems. The dyslexic pupil has difficulty spelling because the part of the memory that handles this is not well developed. The aim of the games in this manual is to help get that part of the brain developed by persuading the pupil to take part in activities that will stretch the different memory functions of the brain. The *Dyslexia Games Manual* will help you recognise that playing games can alleviate and reduce tension.

More information: <http://www.teachingexpertise.com/publications/dyslexia-games-manual-2892>

Asperger Syndrome and Alcohol

Drinking to Cope? By Matthew Tinsley and Sarah Hendrickx

Paperback, ISBN: 978-1-84310-609-8, 144pp, 2008, £13.99, \$19.95

Asperger Syndrome and Alcohol exposes the unexplored problem of people with Autism Spectrum Disorders (ASDs) using alcohol as a coping mechanism to deal with everyday life. Alcohol can relieve the anxiety of social situations and make those with ASDs feel as though they can fit in. Ultimately, however, reliance on alcohol can lead the user down a path of self-destruction and exacerbate existing problems.

Using their professional and personal experience, the authors provide an overview of ASDs and of alcohol abuse, and explore current knowledge about where the two overlap. Tinsley explores his own personal history as someone with an ASD who has experienced and beaten alcohol addiction. He discusses how the impact of his diagnosis and his understanding of the condition played a huge part in his recovery, and how by viewing his life through the prism of autism, his confusion has been replaced by a greater understanding of himself and the world around him.

This inspiring book on an under-researched area will be of interest to professionals working with people with ASDs, as well as individuals with ASDs who may be dealing with alcohol or substance misuse, and their families.

Using Intensive Interaction and Sensory Integration

A Handbook for Those who Support People with Severe Autistic Spectrum

Disorder by Phoebe Caldwell

Paperback, ISBN: 978-1-84310-626-5, 112pp, 2008, £12.99, \$19.95

People with severe autism experience the sensory information they receive from the world completely differently to those not on the spectrum. They feel cut off and overwhelmed, and their behaviour can become very distressed. This handbook shows how we can engage with people who are non-verbal or semi-verbal and sometimes even those who have speech but lose the power to process it when they are in crisis. We can help them to make sense of the world.

Intensive Interaction uses a person's own body language to make contact with them and Sensory Integration develops the capacity of an individual to receive, process and apply meaning to information provided by the senses through targeted physical activities. These techniques can be used to develop an environment tailored to the particular sensory needs of the person with severe autism, reducing factors that cause distress.

With illustrations, case examples and a wide range of tried-and-tested techniques, this practical guide provides indispensable tools for parents, carers and other professionals supporting people with severe autism and other learning disabilities.

Animal-assisted Interventions for Individuals with Autism by Merope Pavlides

Paperback, ISBN: 978-1-84310-867-2, 208pp, 2008, £13.99, \$21.95

This book looks at how therapies involving animals can be used to help individuals with autism to develop skills, including sensory and social skills, to manage challenging behaviours, and improve quality of life.

Whether participating in therapeutic horseback riding, using a trained service dog, visiting a dolphin therapy center, or simply experiencing companion animal therapy, people with autism can reap a multitude of benefits from interaction with furry, feathered, and finned friends. Merope Pavlides relates the success stories of different animal-assisted interventions, as well as noting the challenges of working with particular animal species. She also emphasizes the importance of tailoring interventions to the specific needs of the individual and of monitoring progress.

With recommendations for resources and further reading, this book will be of great interest to people with autism, their parents, and the professionals who work with them.

Autism and its Medical Management
A Guide for Parents and Professionals by Michael G Chez

Hardback, ISBN: 978-1-84310-834-4, 224pp, 2008, £19.99, \$29.95

Autism and its Medical Management explains the medical aspects of autism and how both parents and professionals can use current medical knowledge to better understand how to address the medical aspects of autism.

The book begins with an overview of Autism Spectrum Disorders (ASDs) and how they are diagnosed, and goes on to identify the different types of autism and to describe relevant medical interventions. The author also provides an outline of recent research to enable parents and professionals to gain an understanding of the various factors that may contribute to the development of ASDs, as well as the latest available treatment options.

Bridging the communication gap between medical professionals and parents, this book offers accessible explanations of medical terminology and treatment relevant to ASDs and is an important tool for parents and professionals working with children with ASDs.

Children with Mental Disorder and the Law
A Guide to Law and Practice by Anthony Harbour

Paperback, ISBN: 978-1-84310-576-3, 248pp, 2008, £25.00, \$49.95

Children and young people with complex mental health needs are increasingly being cared for within specialist mental health care settings, either in the community or in in-patient facilities. With rapid social developments, it can be difficult for carers and practitioners to keep track of the law in this area.

This book provides a guide to the law relating to mental health care for children and young people, their rights and entitlement to service, and discusses important issues in clinical and social care practice such as parental responsibility, Gillick competency and capacity, emergency intervention and detention, assessment of mental illness and confidentiality in practice. A chapter written by Mary Mitchell considers the diagnosis and management of complex mental illness in young people, and a concluding chapter discusses changes in the law.

Jargon-free and accessibly written, this is an invaluable guide for professionals working in child and adolescent health and social care, social workers, youth workers, social welfare policy makers, medical professionals, teachers, educational professionals and students, as well as advocates for children and young people.

Conferences and events

12 June 2008

Autism 2020 Conference

Prior's Court School, Thatcham, Berkshire, UK

This one-day conference will feature internationally-renowned experts who will present their perspectives on the future of autism research, understanding, interventions and provision. This is the inaugural conference in the annual Dame Stephanie Shirley lecture series.

More information: www.priorscourt.org.uk

12 & 13 June 2008

International Conference and NIPPA AGM 2008

Derry City Hotel, Northern Ireland

The theme will be "Enjoyment of Learning". The keynote speakers are Professor Guy Claxton and Dr Larry Schweinhart.

More information: www.early-years.org

13 June 2008

Managing Behaviour Supporting the Student

Newcastle, UK

This conference is the latest in the nasen calendar of events focussed on behaviour management in schools.

More information: [Download booking form here.](#)

14 June 2008

Epilepsy Action 2008 National Conference and Annual General Meeting

[Novotel London St Pancras.](#)

The conference will explore the many different ways we understand epilepsy from medical research, in-depth social studies, focus groups and from individual experiences.

More information: www.epilepsy.org.uk

14 June 2008

Special Educational Needs training day – Dyspraxia Foundation

London Voluntary Resource Centre, 356 Holloway Road, London, UK

For more information: [Download a booking form now...](#)

16 June 2008

ECOC Annual General Meeting

Autoworld, Cinquantenaire Park, Brussels, Belgium

More information: www.ecoc.be

18-19 June 2008

Eurochild's General Assembly and Policy Forum

Amazone, Brussels

More information: <http://www.eurochild.org/>

19 June 2008

A voice of their own – good practice in advocacy

Ramada Plaza, Wrexham, UK

More information: [Download leaflet](#)

20 June 2008

Managing Behaviour Positively in Autistic Spectrum Disorder

Birmingham, UK

Joint conference: autism.west midlands and BILD

More information: [Download leaflet](#)

30 June 2008

Practical solutions for students with dyslexia in the normal classroom

Wimbledon, London, UK

The first in a series of conferences offering practical solutions for classroom teachers, this concentrates on reading. Subsequent conferences deal with spelling and writing.

More information: www.bdadyslexia.org.uk

7-9 juillet et 10-12 juillet 2008

Séjours pour enfants ou jeunes gens polyhandicapés(10 ans-30 ans)

Momignies, près de Chimay, Belgique

Hippotherapie dans une vallée de 5ha entourée d'arbres avec sa ferme équipée.

More information: brigitte.loo@live.be or from Brigitte Loo, administratrice de l'asbl ALTEROUSIA, La Pilerie 14a, 6590 MOMIGNIES. Tel : 0473/632 686

14-18 July 2008

Understanding Dyslexia and ADHD

San Jose, California, US

More information: <http://www.dys-add.com>

17-18 July 2008

Autism & Asperger's syndrome: an outstanding online conference

More information: +1 800489 0727

28 July-8 August 2008

Dyslexia Summer School

Dyslexia Action National Training and Resource Centre and Royal Holloway University of London, Egham, Surrey, UK

Pick and mix courses to increase your specialist knowledge and skills. Choose from a selection of courses lasting from one day to one week. Refresh your skills or sample a 'taster' of training in this field. Teaching delivered by specialists from Dyslexia Action and partners including The Helen Arkell Dyslexia Centre, University College London, The University of Reading and Brainwaves Education.

For further details please email trainingcourses@dyslexiaaction.org.uk.

31 August-2 September 2008

VIII International Congress – Autism Europe

Oslo, Norway

8-19 September 2008

Children's Rights in a Globalized World: From Principles to Practice

Ghent and Antwerp

An international study session.

More information: www.iccr.be

27 September 2008

Dyspraxia

Sheraton Hotel, Heathrow, London, UK

Spanning the years: A joint approach to dealing with dyspraxia. A one-day conference for health, education professionals and anyone working with children and adults with dyspraxia.

[Call for Abstracts: Dyspraxia Foundation Professional dyspraxiaConference 2008](#)

6&7 October 2008

Autism neuroscience

London, UK

The Autism Research Centre at the University of Cambridge will be hosting an autism neuroscience conference.

The conference will include lectures summarising the latest international research on the nature and causes of autism. Abstracts are invited on these topics for both oral presentations and poster displays at the conference.

For further information, to register and to download the abstract submission form visit www.arc-conference.com

8 October 2008
ECOC conference
Brussels, Belgium

More information: ecoc@ecoc.be

10 October 2008
European colloquium on progress on "STOP DYSCRIMINATION"
European Parliament, Brussels

A year after the declaration, a follow-up on progress on supporting 'DYS' people (Dysphasia, Dyslexia, Dyspraxia, etc.)

More information: [FLA and APAJH](#)

17-18 October 2008
Special Needs London 2008
Business Design Centre, London

The UK's largest annual event dedicated to Special Educational Needs gives you the opportunity to seek specific advice, information and support to successfully manage individual student needs or classroom situations.

More information:
<http://www.teachingexhibitions.co.uk/Exhibitions/NASEN+&+TES+Special+Needs+Exhibition/London/2008/>

23-27 October 2008
Defeat Autism Now!
San Diego, California

More information: www.autismdaneurope.com

30 March-1 April 2009
Ninth International ADDISS Conference
The Spirit of ADHD:
Resilience, Hope, Opportunity , Success

We are now accepting submissions to present at this conference.
Please email us at info@addiss.co.uk

Tip of the month

Some tried and tested ways of making spelling more exciting:

My 7-year-old son has just been diagnosed with dyslexia. We write his spelling words in pavement chalk on the driveway. Then we throw water balloons at them one by one. I call all of them out and he writes them on the driveway. Then, he reads each one and throws a water balloon at the word. This is especially helpful when you have an active boy. Last week, I got out wax paper and put it on the kitchen table. Then, I let him write the spelling words in chocolate. He loved it, because he was able to "eat his words".

[Dyslexia Parents Resource - Hints and Tips](#)