



PUBLICATIONS & BOOK REVIEWS





AVAILABLE AT WWW.DAS.ORG.SG/PUBLICATIONS/RESEARCH-JOURNAL

Developing a New Journal for the Region: Asia Pacific Journal of Developmental Differences

Emeritus Professor Angela Fawcett¹ and Deborah Hewes²

1. *Research Consultant, Editor in Chief, APJDD*

2. *Head of Publicity and Publications, Managing Editor, APJDD*

Dyslexia Association of Singapore

RATIONALE FOR THE JOURNAL

There has been an upsurge of interest in the Asia Pacific area in developmental differences, with a series of key international conferences presenting research into practice over the past few years, including India in 2012, Sarawak in 2013, Malaysia in 2014 and Singapore in 2015 and 2016. At the same time, the level of development of services in some of these areas would benefit from knowledge and models from outside the area, to allow rapid progress in the further development of services.

The level of development and provision within for developmental differences in Singapore is unique in the region and therefore it should provide guidance and leadership for those whose systems are still in the process of development.

Research across the world is now acknowledging the overlap between a range of developmental differences, which means that the new journal Asia Pacific Journal of Developmental Differences (APJDD) will be unique in addressing these

“Research across the world is now acknowledging the overlap between a range of developmental differences, which means that the new journal will be unique in addressing these issues.”

issues, and will attract attention from the UK, USA and Europe. In our view the level of interest in developmental differences across the region and beyond warranted a new journal that can address this interest and need. Moreover, there has been a burgeoning of research output from the Asia Pacific area, not least from DAS itself, and until the creation of this journal there was no outlet for publication for Asian researchers at all levels, with US and UK journals dominated by articles from their own experts.

In creating the journal we needed to consider several issues, including the likely demand and the best way to ensure that the journal was freely available across the region and beyond. Although there are a number of general education journals in the Asia Pacific area, there is only one Journal that deals with developmental differences. This is from Australia, and our search identified no others from the remainder of the area.

The journals that this journal would cluster with would be Dyslexia from the UK and Annals of Dyslexia and Journal of Learning Disabilities from the USA. The Asia Pacific Journal of Developmental Differences will offer a platform for research and practice across the region. This will provide greater opportunity for researchers to publish at all levels, where currently UK, US and European journals may include only one article which is directly based in the region. It will also provide a broader platform than existing journals, addressing a more diverse range of developmental differences, in addition to dyslexia and specific learning difficulties.

In terms of ease of access, we initially submitted a proposal to Sage, and received an encouraging response, but decided that our best interests lay in self publication, to ensure that our journal could access areas of need where it might not be possible to afford a costly journal subscription. The APJDD was therefore made available on the DAS website and is free access to all.

The first issue indicated that authors were eager to submit their work for publication, with articles from key international players in the area, including Nicolson and Fawcett, Chapman and Tunmer, Ho and colleagues, and Thomas West.

The APJDD has now reached its third volume, with 6 successful issues published to date and the next volume to be published in January 2017. In this article we present the international editorial board, recruited from colleagues with expertise in the area across the world, as well as abstracts of all the articles published to date to illustrate the breadth and scope of the journal, both internationally and in terms of subject content.

EDITORIAL AIMS AND SCOPE

What are the aims and scope of the journal?

The Asia Pacific Journal of Developmental Differences (APJDD) has been designed to be unique in addressing a range of special educational needs including dyslexia, autism, dyspraxia, dyscalculia, ADHD in the Asian context. The journal covers theory into practice and provides a showcase for research in the Asian context as well as highlighting research areas that have implications for further research within Asia and beyond.

Who is it for, at what intellectual level and what disciplines?

The brief of the journal is twofold; to appeal to psychologists and researchers in dyslexia with a series of articles addressing experimental studies and reviews of the area; and to appeal to teachers and professional staff dealing with the more applied issues, through a series of reports and case studies of theory into practice. Parents and dyslexics themselves will also find articles of more general interest. A key feature has been to allow the voice of those with developmental differences to shine through, with a series of articles illustrated by quotes from participants across the age range, and notably the young adult dyslexic.

The journal covers the disciplines of Psychology and Education, Learning and Literacy. The journal appeals to those working in the special needs field such as other dyslexia associations in the region and in other parts of the world, academics who teach and instruct on learning differences, educational professionals within organisations such as the Ministry of Education, medical professionals and specialist teachers from preschool to tertiary institutions and specialist tutors who support individuals on a one-to-one basis.

Primary consideration for publications has been given to manuscripts that are focused on developmental differences within the Asia Pacific region, or that contribute to greater understanding of the issues arising, modelling approaches and highlighting research and practice that can contribute to the area.

Authors from the UK, USA and Europe are explicitly asked to consider what their papers can offer to Asia, and ensure that any literature based in the Asia Pacific region is referenced in their work.

Manuscripts will be peer reviewed and included in the journal on the following criteria:

1. They contribute to the further understanding of developmental differences as well as the applications and implications in the educational, social and cultural environments
2. They include sound research methods, interpretation and validity of results
3. They contain well-organised material with clarity of writing
4. They contribute to the local Asian context
5. They should be original papers that have not been submitted to other journals or publications

Recognition of the need for a truly international perspective can be seen in the first two issues of the journal. The first issue included material from the UK, USA and Asia. The second issue included articles from Europe, as well as both local and US articles on Response to Intervention, a key perspective in the area of reading research.

We accept only papers submitted in the English language. We recognise that some authors from the region may require support with their English, and this will be provided as part of the editorial process. In our view, the role of the editor and her team includes developing the talents of the contributors, with some articles requiring several iterations to ensure that sound research is presented in the most approachable and effective way.

EDITORIAL BOARD AND ADMINISTRATION

Editorial Board

Editor-in-Chief—Angela Fawcett

Professor Angela Fawcett, Academic Research Consultant to DAS, Emeritus Professor Swansea University, Honorary Professor, University of Sheffield. Former editor-in-chief of *Dyslexia*, an International Journal of Research and Practice, from 2004–2010, and currently the Executive Editor of that Journal.

Executive Editor—John Everatt

Professor John Everatt, University of Canterbury, New Zealand

Managing Editor—Deborah Hewes

Deborah Hewes, Head of Publicity and Publications, Dyslexia Association of Singapore

Associate Editors

- ◆ Professor Hugh Catts, Florida State University, USA
- ◆ Professor James Chapman, Massey University, New Zealand
- ◆ Professor Steve Chinn, Educational Consultant, UK
- ◆ Professor Kevin K H Chung, The Hong Kong Institute of Education, Hong Kong
- ◆ Kate Curawalla, President, Maharashtra Dyslexia Association, Mumbai, India
- ◆ Dr Kristiantini Dewi, Dyslexia Association of Indonesia
- ◆ Dr Shirley Egley, University of Wales, University of South Wales, UK
- ◆ Dr Gad Elbeheri, Dean, Australian College of Kuwait
- ◆ Professor Esther Geva, University of Toronto, Canada
- ◆ Dr Aziz Abu Hassan, Dyslexia Association of Malaysia
- ◆ Professor Connie Ho, University of Hong Kong
- ◆ Professor Sunil Karande, King Edward VII Memorial Hospital, Mumbai, India
- ◆ Junko Kato MD, Japan Dyslexia Research Association
- ◆ Professor Sharanjeet-Kaur, Universiti Kebangsaan Malaysia
- ◆ Professor Amanda Kirby, University of South Wales, UK
- ◆ Dr Lim Boon Hock, Special Education Consultant, Malaysia
- ◆ Dr Beth O'Brien, National Institute of Education, Singapore
- ◆ Dr Dino Ocampo, Philippine Dyslexia Foundation, Philippines
- ◆ Professor Ong Puay Hoon, Dyslexia Association of Sarawak, Malaysia
- ◆ Professor Kenneth Poon, National Institute of Education, Singapore
- ◆ Dr John Rack, Director of Education and Policy, Dyslexia Action
- ◆ Dr Gavin Reid, Educational Consultant, UK
- ◆ Associate Professor Susan Rickard Liow, National University of Singapore, Singapore
- ◆ Dr Kate Saunders, CEO, British Dyslexia Association, UK
- ◆ Dr Thomas Sim, Principal Educational Therapist, Metacognition
- ◆ Dr Purboyo Solek, Dyslexia Association of Indonesia, Indonesia
- ◆ Professor Su-Jan Lin, National Kaohsiung Normal University, Taiwan
- ◆ Professor Akira Uno, Tsukuba University, Japan
- ◆ Professor Taeko N. Wydell, Brunel University, UK
- ◆ Associate Professor Dongbo Zhang, University of Michigan, USA (formerly National Institute of Education, Singapore)

The editorial board are asked to review articles, or to find reviewers who have expertise in the area to enrich our reviewing panel. The managing editor Deborah Hewes has initially been responsible for the production of the journal, but we plan over time to use a publisher who can bring the benefits of Scholar 1 for our reviewing, and manage production and distribution.

FORMAT OF THE JOURNAL

The formulation of the editorial board reflects the distribution of papers proposed within the journal. In addition to academics at all levels, we have also invited representatives of the Dyslexia Associations across the region to join the board. We would expect around 50% of journal articles to be representative of the region, but this may vary if we adopt a special topic for a specific issue. The board has a broad enough base in terms of disciplines in order to address issues of interdisciplinary areas, and any issues will be resolved by the appropriate choice of reviewers and the executive editors' decision. In the first instance, we have published two journals yearly, in January and July with each issue containing 6 to 7 articles. We aim to be consistent and timely in our publication with the aim of entering the publication indices.

Listed below are the contents of each issue published from January 2014 to July 2016.

APJDD Volume 1, Issue 1, January 2014

Editorial Comment—*Angela Fawcett*

Pragmatic Skills in Chinese Dyslexic Children: Evidence from a Parental Checklist
Kwan-Hung Lam and Connie Suk-Han Ho

The Impact of Teaching Methods on Learning of Chinese Characters among English-Chinese Bilingual Children with Dyslexia
Alvina Hui Shan Lee and Kenneth K Poon

The Literacy Performance of Young Adults who had Reading Difficulties in School: New Zealand Data from the International Adult Literacy and Lifestyle Survey
James W Chapman and William E Tunmer

The Identification of Dyslexia in Preschool Children in a Multilingual Society
See Shuhui Jacey and Koay Poay Sun

Sustained Benefits of a Multi-skill Intervention for Pre-school Children at Risk of Literacy Difficulties
Angela Fawcett, Ray Lee and Rod Nicolson

"Amazing Shortcomings, Amazing Strengths" - Beginning to Understand the Hidden Talents of Dyslexics
Thomas G. West

Mathematical Difficulties in Singapore: A Case Study Approach

Tim Bunn

APJDD Volume 1, Issue 2, July 2014

Editorial Comment—*Angela Fawcett*

Dyslexia: A Brief for Educators and Parents

Joseph K. Torgesen, Barbara R. Forman and Richard K. Wagner

Chinese Language and Remediation Support for Children with Dyslexia in Singapore

Shen Peixin Priscillia, Liu Yimei, Kong Yun Rui, See Lay Yen and Sha Lan

Factors related to reading comprehension weaknesses in Persian speaking primary school children

Amir Sadeghi, John Everatt and Brigid McNeill

A Meta-Analysis of Technology-Based Interventions on the Phonological Skills of Children with Dyslexia

Thomas W.T. Sim and Zachary M. Walker

The importance of Rapid Automatized Naming Skills as a Predictor of Reading Acquisition: A Theoretical Overview

Kadi Lukanenok

Could pre-school eye movements contribute to diagnosis of reading and/or dyslexia? A longitudinal case study

Jiri Jost

Dyslexia with Attention Deficit Hyperactivity Disorder: a case study

Hani Zohra Muhamad

APJDD Volume 2, Issue 1, January 2015

Editorial Comment—*Angela J. Fawcett*

Behavioural self-regulation and its contribution to reading among Chinese poor readers

Kevin K. H. Chung

Effectiveness of an Early Intervention Programme for Pre-School Children at Risk of Dyslexia in Singapore

Thomas W. T. Sim, Wong Kah Lai, Nor Ashraf Bin Samsudin & Tim Bunn

The UK's Dyslexia-friendly Initiative and the USA's Universal Design Movement: Exploring a Possible Kinship

Barbara E. Pavey

Educational Therapy in Singapore: Towards Professionalisation and Professionalism

Siew Hui Li, June

Special Education Teachers' Attitudes toward Including Students with SEN in Mainstream Primary Schools in Singapore

Chee Soon Weng, Zachary M. Walker & Kara Rosenblatt

The Impact of Morphological Intervention on Spelling and Self Esteem in Adolescents with Dyslexia

Nicole Mei-Lin Chua

Perceptions of Success in Dyslexic Adults in the UK

Neil Alexander-Passe

APJDD Volume 2, Issue 2, July 2015

Editorial Comment—*Angela J. Fawcett*

Behavioural interventions and developmental learning difficulties: Factors influencing effectiveness in a Kuwaiti school context

Abir Al-Sharhan and John Everatt

The use of ubiquitous bottle caps as concrete aids to learn to read and spell for struggling readers

Ong Puay Hoon, Ong Puay Tee, Ong Puay Liu, Carol Persad, Wallace Lee Boon Liang and Alban @ William John Lisen

Evaluating the progress of dyslexic children on a small-group maths intervention programme

Rebecca Yeo, Tim Bunn, Aishah Abdullah, Siti Aishah Bt e Shukri & Anaberta Oehlers-Jaen

Improving the fluidity of whole word reading with a dynamic co-ordinated movement approach

Piero Crispiani and Eleonora Palmieri

Improving English exam skills for dyslexics in primary education in Singapore
Edmen Leong

The Dyslexia Experience: Difference, Disclosure, Labelling, Discrimination and Stigma
Neil Alexander-Passe

Expanding the Provision for People with Dyslexia in Singapore
Carolina Landulfo, Crystal Chandy, and Zeng Yi Wong

APJDD Volume 3, Issue 1, January 2016

Editorial Comment—*Angela J. Fawcett*

Spacing improves reading in dyslexic children
Indira Madhavan, Sharanjeet-Kaur, Mohd Izzuddin Hairol, Zainora Mohammed

Self evaluations of children with Specific Learning Difficulties
Adam Oei, Albert Lee, Laura Lim

Teachers' Perceptions on the Effectiveness of a Process Genre Approach on the Writing Skills of Students with Dyslexia
Nur Alia Salim, Zachary M. Walker, Kara Rosenblatt

A Language Barrier or Literacy Difficulties: Native Chinese Speakers in an English Educational Setting
Ben Seal

Dyslexia, Success and Post-Traumatic Growth
Neil Alexander-Passe

The impact of dyslexia support at University; A case study of the student's perspective
Margaret Meehan

APJDD Volume 3, Issue 2, July 2016

Editorial Comment—*Angela J. Fawcett*

How does the understanding of dyslexia impact on University support in the UK: a survey of staff.
Margaret Meehan

Early predictors of dyslexia: Parental literacy skills, home and phonics support predicting preschoolers' phonological and literacy skills.

Pei Yi Fong, Vicki Lim, Shehna Alam, Lois Lim

Impact of Information Technology: the use of iPads in Teaching.

Soofrina Mubarak and Geetha Shantha Ram

The Teaching of Math to Students with Dyslexia: A Teachers' Perspective.

Hani Zohra bte Muhamad, Zachary Walker, Kara Rosenblatt

Evidence-led improvements to the DAS Maths Programme

Anaberta Oehlers-Jaen, Rebecca Yeo, Siti Aishah Bte Shukri and Aishah Abdullah

How can $5 + 6 = 7$? Exploring the use of a screening tool to investigate students' mathematical thinking in class two in Kolkata, India.

Melinda Eichhorn

UnITE SpLD 2016 Conference in Singapore, Abstracts of Presentations.

Dyslexia Association of Singapore

RECENT DEVELOPMENTS AND FUTURE PLANS

In July 2016, we invited the editorial board and the authors who had submitted to the journal to submit abstracts for the UnITE SpLD conference, which is held annually by DAS. This year we adopted a new technique based on 20 minute talks plus presentation of a range of posters. We are particularly proud of the response we received and the interest this conference evoked. Speakers and delegates came from across the Asia Pacific region, including Singapore, Japan, Indonesia, Malaysia, Thailand, Korea, the Philippines, India, UK and Italy, with submissions from New Zealand and Iran. A particularly fruitful international session was held the next day, which has led to further international collaboration and a number of pending submissions to the journal.

ABOUT THE AUTHORS



EMERITUS PROFESSOR ANGELA FAWCETT

*Research Consultant
Dyslexia Association of Singapore*

Emeritus Professor Angela Fawcett is a leading international researcher into dyslexia and other developmental disabilities, encompassing a range of theoretical and applied contributions to this field. Angela is also an Honorary Professor at the University of Sheffield. Her approach is broad and interdisciplinary ranging from child and cognitive development to educational screening and intervention, as well as developmental cognitive neuroscience. She is the Vice President of the British Dyslexia Association and also the Former Chair and Director of the Centre for Child Research at the Swansea University, UK.

Angela has worked with the Dyslexia Association of Singapore for a number of years and is currently a Research Consultant to DAS. She is currently the Editor-in-Chief of the Asia Pacific Journal of Developmental Differences.



DEBORAH HEWES

Head of Publicity and Publications

Deborah has been with DAS since May 2011. Deborah is a dyslexic and passionate about raising awareness about learning differences. All three of her children have learning differences and as a result she has spent the majority of the last 18 years supporting her children's academic careers as well as helping other families with children who have learning differences. Deborah has lived in Singapore for 15 years and she has devoted the first 10 years working in an International School as a Learning Support Assistant and parent volunteer supporting students who learn differently with math, reading and literacy. She has also worked as a shadow assistant for students with behavioural issues and Asperger's Syndrome.

Deborah completed her Psychology honours degree at UNISIM in Singapore and her thesis was titled "Adolescents with learning disabilities: an investigation of academic self-concept, self-esteem and depression in International school students." Deborah is currently undertaking her Masters Degree in Special Educational Needs in 2016 with the University of South Wales.

Deborah is the Managing Editor of the Asia Pacific Journal of Developmental Differences, the DAS Handbook and more recently has edited the first book of its kind in Singapore, "Embracing a Different Kind of Mind—Personal Stories of Dyslexia". www.das.org.sg/embrace-dyslexia



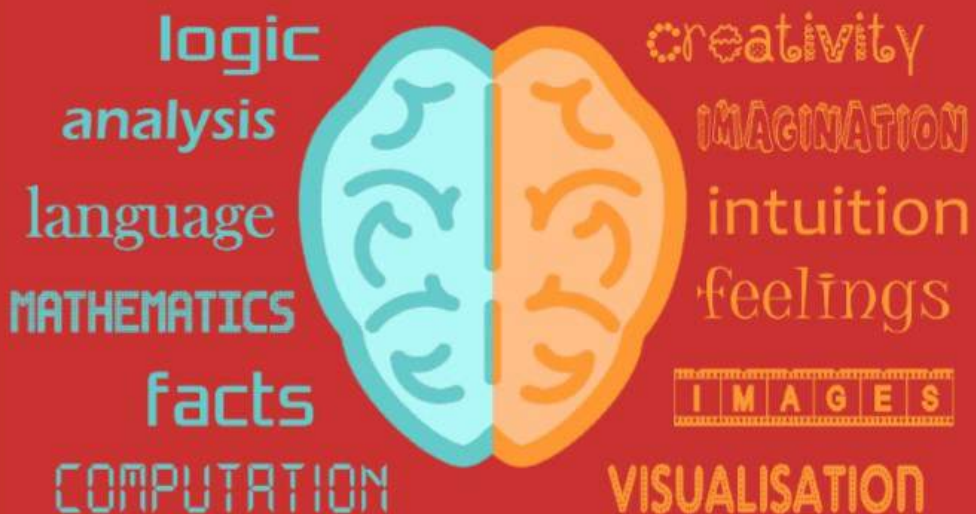
DAS Academy

ENABLING EXCELLENCE

Understanding Why People Learn Differently

A comprehensive six-module course, that provides instruction on basic and advanced practical teaching concepts and strategies, in addition to insights on understanding numeracy difficulties, speech and language impairments, and elements of educational psychology.

Every learner is unique, what can you do to tailor to their needs?



SPECIALIST DIPLOMA IN SPECIFIC LEARNING DIFFERENCES

Book Review: Phonological Skills and Learning to Read

Authors: U. Goswami and P. Bryant

Publisher: Routledge: Psychology Press

160 pages, £31.99

ISBN: 978-1-138-90748-5

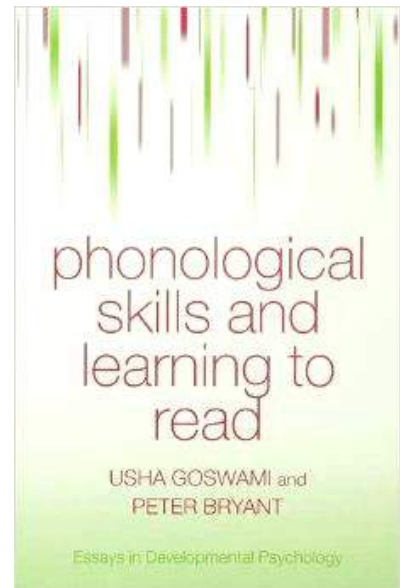
Mary Mountstephen MA (SEN)

The work of Professor Goswami is well known in the field of learning differences and she is Director of the Centre for Neuroscience in Education, which carries out research into the brains basis of literacy, numeracy, dyslexia and dyscalculia.

Her co-author is an Honorary Research fellow at the University of Oxford. In this Classic Edition of their original book, they set out to revisit their original research ideas and assess how well they have stood up to the test of time. This is a readable overview of the field that provides a fascinating insight into the ways in which researchers plan and analyse their work in relation to significant topics such as how children learn to read.

Chapters include:

- ◆ Phonological Awareness and Reading
- ◆ How Children Read Words
- ◆ How Children Read and Write New Words



This book would be of interest to those working in the field of reading and literacy skills and who would like to extend their knowledge and understanding of this field from a research perspective

- ◆ Do Children Learn to Read in Different Ways From Each Other?
- ◆ Theories About Learning to Read

The book explores the significance of different stages of learning to read and some possible underlying causes of reading difficulties.

They point out that children that are taught about rhyme are more successful than those who are not given training and they provide a clear overview of research relating to the links between reading and spelling.

This book would be of interest to those working in the field of reading and literacy skills and who would like to extend their knowledge and understanding of this field from a research perspective.

ABOUT THE AUTHOR



MARY MOUNTSTEPHEN

Mary Mountstephen MA (SEN) is an Associate Member of British Dyslexia Association and a Member of Professional Association of Tutors of Students With Specific Learning Difficulties

She is also a qualified practitioner of The Institute for Neuro-Physiological Psychology, specialising in the field of Neuromotor Immaturity and in the use of movement programmes to address underperformance and underachievement academically in students aged 4-11

Mary Mountstephen MA (SEN) is a UK based learning differences consultant, trainer and author. She works internationally, frequently visiting Singapore and Hong Kong.

Book Review: Dyslexia, Literacy and Inclusion: Child-Centred Perspectives

Authors: S. Macblain, L. Long and J. Dunn

Publisher: Sage Publications

210 pages

£24.99

ISBN: 978-1-4462-9843-5

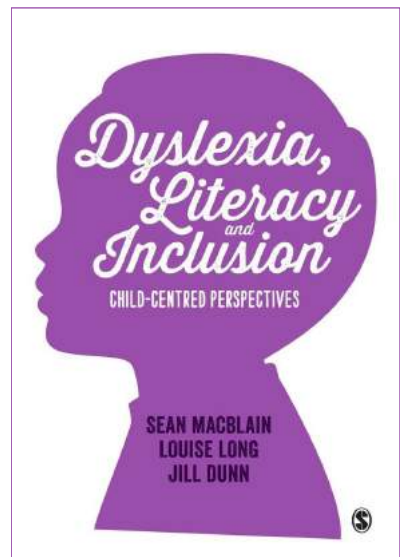
Mary Mountstephen MA (SEN)

The authors of this book are university-based experts in child development and learning differences in England and Northern Ireland, with Macblain and Long also having a background as educational psychologists.

The aim of this book is to place dyslexia, or developmental literacy difficulty, within a context of inclusion and diversity. It is designed for students, practitioners and lecturers in Higher Education Institutions, from a wide range of associated disciplines such as speech and language therapy and psychology.

Each chapter follows a common format, opening with a list of aims, followed by information and exercises for the reader to complete, reflecting on the content. This is followed by a brief summary, recommended reading and comprehensive referencing.

Part 1 outlines the 'changing nature of childhood', pupils' perspectives of dyslexia and related background in emotional intelligence



"This is a well-written book that focuses on early years and the primary sector and provides much information and guidance as well as raising important issues about how dyslexia can be reframed in the 21st Century."

and holistic approaches/ interventions.

In Part 2, the authors focus on aspects of best practice in raising literacy standards and the need to create culturally responsive curricula that follow children's interests. This is then related to the challenges facing those responsible for teacher training, both at the initial level and as mentors in practice,

This is a well-written book that focuses on early years and the primary sector and provides much information and guidance as well as raising important issues about how dyslexia can be reframed in the 21st Century.

ABOUT THE AUTHOR



MARY MOUNTSTEPHEN

Mary Mountstephen MA (SEN) is an Associate Member of British Dyslexia Association and a Member of Professional Association of Tutors of Students With Specific Learning Difficulties

She is also a qualified practitioner of The Institute for Neuro-Physiological Psychology, specialising in the field of Neuromotor Immaturity and in the use of movement programmes to address underperformance and underachievement academically in students aged 4-11

Mary Mountstephen MA (SEN) is a UK based learning differences consultant, trainer and author. She works internationally, frequently visiting Singapore and Hong Kong.

Book Review: Study Skills for Students with Dyslexia

Edited by Sandra Hargreaves and Jamie Crabb

Publisher: Sage Publications

248 pages

£20.99

ISBN: 9781473925137

Dr Kevin Smith

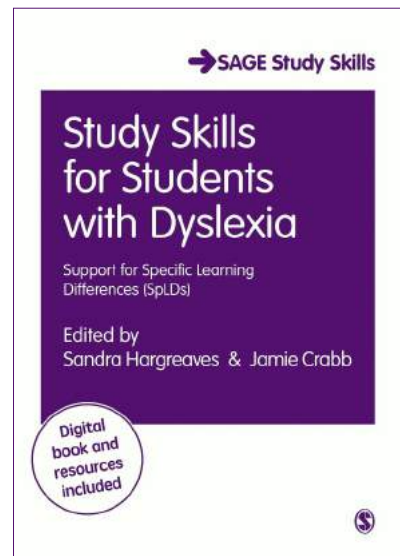
CPD Co-ordinator PATOSS,

Study Skills Teacher Westminster School, London

This is the third edition of the book. I adapted the first edition when working with secondary students in Singapore, and used the second edition for supporting university students when working in the UK. The third edition seeks to integrate technology and online resources with study skills to promote academic confidence in students enabling them to cope with the demands of modern studying in Higher Education.

To achieve this, the book offers traditional study skills strategies, such as SQ3R for reading, and in the same chapter suggests types of Assistive Technology, which also aids reading.

The book encourages the student to develop effective learning competencies associated with absorbing information in the form of acquiring information; organising that information to take



"I think the book's strategies and ideas, especially the use of technology, would apply to any student, and across the range of learning differences. It can also be adapted for Secondary students."

control of the content; synthesising and remembering that information; and applying that information when being tested.

Thus, the book covers managing study and how students learn, how to develop critical thinking, note-making and note-taking and reading strategies, through to answering exams questions and academic writing. It also includes collective learning and how to write a dissertation, and covers basic skills in grammar and maths which are essential for study in Higher Education.

The online resources are very useful to aid a student to take control of their learning. Many students may be able to access both the book and materials to develop their study skills effectively by themselves; especially if they have received study skills support previously, or have already developed effective study habits, as the book and materials would give them new ideas for improving their skills.

However, this book is enhanced by the effective instruction offered by a study skills specialist who understands the profile of the student they are supporting. In chapter three, for example, an excellent questionnaire can be downloaded to help a student gain the most from their lectures. Some students whom I have worked with would need help to think about how to use this resource and how to adapt it to their individual barriers to learning

The strength of the book for study skills specialists is the range of materials it offers, from note-making and note-taking, through to basic maths concepts. The book also offers advice on ways to use strategies most effectively, as demonstrated in chapter 4 which advises on the use of Q-notes.

If the editors decided on a fourth edition, it would be good to hear feedback from students who have used the book, or their tutors, on what works for them and why, and how they adapted the ideas from the book.

I think the book's strategies and ideas, especially the use of technology, would apply to any student, and across the range of learning differences. It can also be adapted for Secondary students.

ABOUT THE AUTHOR



KEVIN SMITH

*CPD Co-ordinator PATOSS,
Study Skills Teacher Westminster School, London*

Kevin was diagnosed with Dyslexia at the age seven. He attended Frewen College, a boarding school for Dyslexic boys. Kevin gained a BA in Law and History at university and to fulfil his keen interest in helping others like him he pursued training in special education. He now holds a Masters Degree in Dyslexia Studies and a Postgraduate Diploma in Assessing Students with Specific Learning Differences (SpLD). Kevin also has a PhD in Dyslexia Studies. He began his teaching career in Further Education, working in colleges both in London and Luton and then became Director of Training with the Dyslexia Association of Singapore. He has also taught in Higher Education as a course leader for a Master's Degree in Specific Learning Difficulties, and has supported Dyslexic students in Higher Education. Currently, Kevin is the CPD Programme Co-ordinator for PATOSS, and also, is a Study Skills teacher at Westminster School, London

