

# Transcript of questions and answers (from the Chat function) at The Dyslexia Guild Conference Wednesday 3 July 2024



The Chat function was very popular and so many of you used it to interact with our speakers and other delegates. It all moved very quickly, sometimes too quickly to read so we have made available some of the questions and replies. Some of the comments and thank you messages have been removed to make it a little more concise. We apologise if this applies to you, no offence is intended.

We have tried to put the comments within the sections that they occurred but some of the answers may appear in the following sections.

**Notes** have been added to signpost you to information.

## 10:15 Rob Jennings

### Why some of us struggle with maths, and how we might find ways to assess and support learners in the classroom

10:03:09 From Siobhan Mellor : Good morning and welcome everyone!

10:11:43 From Julie Singlehurst : Hi Rob! Loads of questions- I work for an online company and we currently assess for dyscalculia online. Only 2 out of our team of 10 have a qualification to be able to do this - the rest of us are dyslexia assessors with APCs. We are all trained in spotting difficulties in maths - and we all would like to assess for dyscalculia. Is there a way we can help each other e.g. the dyslexia assessors could assess and pass findings on to dyscalculia assessors to add to in order to diagnose dyscalculia without having to repeat certain tests assessing cognitive processes in skills?

10:20:14 From Suzanne Currell : I only understood algebra once I completed a uni course on logic. I think that is a learning difference?

10:25:58 From Sian Newman : I know a learning supporter who was trying to help a learner to count objects. By accident he found that it was only when the objects were surrounded by a boundary, eg in a box, that she could say how many objects were present. It was a surprising breakthrough.

10:26:39 From Amy Sims : i'd love some information on Working Memory support/intervention work that people have had success with.

10:29:47 From Elizabeth Richardson : In TEFL teaching emphasising the pronunciation difference between teens and tys is useful. Seventeen the emphasis is on the teen, but seventy the emphasis is on the seven

10:33:28 From Joanna Mary PERKINS : I have maths anxiety and it is good to hear what problems exist for others and how to support students.

10:33:48 From Adrian Salmond : These are very similar to pre-Entry milestones in Numeracy. Delay in ability to tell time is also an indicator of global learning difficulty.

- 10:34:46 From Adrian Salmond : Difficulty learning to tell the time is also related to lack of time concept awareness. Looking at a digital clock may not be much more useful in such cases.
- 10:35:35 From Adrian Salmond : (Adult Numeracy pre-Entry Core Curriculum)
- 10:37:40 From Gemma Stewart : I work in FE. Are there any screening assessments that are suitable for 16+? When I've looked at them in the past, they seemed to be aimed at school-level. Many thanks
- 10:37:58 From Allyson Edwards : Is the Maths & Dyscalculia Assessment suitable for adults/HE students?
- 10:38:53 From Adrian Salmond : Overview of Maths skills isn't the same as dyscalculia assessment.
- 10:39:32 From Julie Singlehurst : So someone with an APC to diagnose dyslexia can also diagnose dyscalculia?
- 10:41:31 From Adrian Salmond : \*It can be made relatable
- 10:43:28 From Marie Suzanne Kennedy : Main lack of resource - lack of Maths teachers!
- 10:45:30 From Antonia Hayes : It would be interesting to see how resources could be made available within a HE setting. Currently it is down to the individual support worker to supply/source concrete materials.
- 10:45:39 From Carol Jones : In my (International School) experience, many teachers try to pull back from concrete resources, sometimes being critical of counting on fingers after Grade 3!?!)
- 10:47:39 From Jan Beechey: Those in HE might approach the institution library staff - they might be able to provide resources.
- 10:49:39 From Antonia Hayes : To visualise and learn by 'doing' is very effective.
- 10:50:27 From Adrian Salmond : You said earlier that all dyscalculics have problems following patterns and many have problems with visual and spatial orientation. Why then such a visual approach here?
- 10:52:28 From Antonia Hayes : Praise builds self-esteem.
- 10:56:30 From Kathrin Treacy : these examples are fantastic!
- 10:56:59 From Felicity Paris : Agree about the examples - I'm jotting them all down and snipping the pics furiously!
- 10:57:29 From Jan Beechey : Cuisenaire Rods can be borrowed from The Dyslexia Guild library
- 10:57:41 From Karen Cameron : It's being recorded, so presumably we'll get it afterwards
- 10:57:56 From Paul Fabbroni : There's the reason for using visual approaches - firstly, much of maths is presented visually, but secondly the visual presentation can assist with complex concepts such as square roots. That is quite an ingenious use of the rods!
- 10:58:09 From Kathrin Treacy : Please can we have a copy of the slides as well as the recording?
- 10:58:23 From Jan Beechey: Slides and recordings will be available after the conference
- 10:58:30 From Karen Cameron : Good question, thanks Kathrin
- 11:01:09 From Adrian Salmond : @Paul Fabbroni fully agrees. I guess my point was to highlight a contradiction between stating dyscalculic learners struggle with patterns and visual/spatial orientation, and (quite correctly) promoting learning tasks in which students follow patterns and visually and spatially orientate.
- 11:01:22 From Jan Beechey : Slides and recording will be made available after the conference. Cuisenaire Rods can be borrowed from the Guild library
- 11:01:26 From Asiya Kokab Aslam : Resources are amazing! Can we please have the slides with the recording as well
- 11:03:53 From Paul Fabbroni : This links well with the relationship between verbal reasoning ability and maths. Word problems use so many words to say 'the same thing' or 'a slightly different thing' and verbal understanding is hand in hand with mathematical understanding. there was a very good presentation on this last year I think - either DG or another SASC approved provider - a discussion of the use of a new standardised test in understanding maths difficulties.
- 11:09:28 From Paul Fabbroni : Anyone who has done Oral Language Modification (OLM) in schools would have a good skill to support maths too.

- 11:10:19 From Adrian Salmond : What about learners who won't remember all the facts?
- 11:14:08 From Adrian Salmond : Is literacy/maths discrepancy a current diagnostic criterion?
- 11:15:18 From Marie Suzanne Kennedy : How can we challenge the content of the Maths National Curriculum and GCSE Maths - much of which is incomprehensible and relevant to learners?
- 11:15:36 From Marie Suzanne Kennedy : irrelevant!
- 11:15:56 From Susan Coughlan : Especially the inherent pace expected
- 11:16:12 From Rose McCartney : Adaptations are the key!
- 11:17:44 From Jennie Partington : Usually we focus on reading interventions - we do not really touch upon 'Maths intervention' - moving forward, I will strongly advocate for this! Thank you!
- 11:17:54 From Susan Coughlan : I also think it is vital for different methods and reasoning to be taught in maths ; the inch-worm versus grasshopper approach
- 11:17:56 From Valerie Cuffe-Adams : Thank you - so helpful and understanding one's own blocks over this helps with breaking it down for learners.
- 11:17:58 From Lesley Oyewole : Yes please to that video
- 11:18:02 From Paul Barr : Really interesting - and useful – talk, many thanks!
- 11:18:07 From Hayley Pillinger : yes please to video :)
- 11:18:09 From Cordelia Powell to Hosts and panellists : I'm yes please to that video of homemade resources
- 11:18:13 From Grace White : Thank you very much. It was really informative and helpful
- 11:18:23 From Rose McCartney : Yes please to the video!
- 11:18:32 From Maxine Craig : yes please to the video :)
- 11:18:32 From Valerie Cuffe-Adams : Yes please to video too.
- 11:18:48 From Lara Rumley : Yes please to video
- 11:18:55 From Rebecca Thomas : The video would be great.
- 11:19:11 From Asiya Kokab Aslam : Please post the slides as well with the recording.
- 11:19:13 From Sue Bernarde : Yes please add me to the list to receive the Math around the home video
- 11:19:19 From Anna Scrimgeour : yes please for the video.
- 11:20:16 From Asiya Kokab Aslam : Please add me to the list for resources. Thank you Rob
- 11:21:11 From Michelle Dawson : please add me to the list for resources also
- 11:21:55 From Sharon Wheeler : Would like details of the videos too. Thanks
- 11:22:45 From Susan Cabon : Thank you, really helpful. I would be interested in the video and the slides if possible.
- 11:27:26 From Kerry Chilcott : Please could I also have the list of resources, Rob

For anyone who wants the video resources 'maths resources at home' from Rob Jennings and The Dyscalculia Network please Email: [info@dyscalculianetwork.com](mailto:info@dyscalculianetwork.com)

## 11.25 Amanda Woolf, Real Group

### New! Level 7 Postgraduate Certificate i: Teaching for Maths-related Difficulties

- 11:27:56 From Julie Singlehurst to Hosts and panellists : Can you diagnose dyscalculia with a dyslexia APC?
- 11:31:46 From Gemma Cole : Hi Amanda - I'm very interested in enrolling on this course in Sept, but I'm currently on maternity leave from school. Will that be a problem? Or is it ok to not be physically in school until later on in the course?
- 11:32:08 From Adrian Salmond : This course sounds fantastic, I'll share with my team
- 11:34:10 From Barbara Cuerden : Do I understand correctly that this course could allow those of us with APC in dyslexia to diagnose dyscalculia?
- 11:34:31 From Anna Smith : Yes that is correct at the moment but things may change in the future
- 11:34:33 From Julie Singlehurst to Hosts and panellists : That's what I need to know also...
- 11:34:59 From Julie Singlehurst to Hosts and panellists : But assessors don't have students,,
- 11:35:52 From Julie Singlehurst to Hosts and panellists : Also - Rob had a slide saying if you are an Ed P or have an APC you can diagnose? Too much conflicting info...
- 11:36:11 From Anna Smith : You could volunteer within a school. That is what I did for my literacy training

**Note:** For more information about the course see the [Dyslexia Action website here](#)

## 11.30 Amanda T. Abbott-Jones

### The prevalence of anxiety within dyslexic communities, and practical solutions and strategies for one-to-one study support students

- 11:36:42 From Jan Beechey : Both of Amanda's books are available to borrow from the Guild library: email [library@dyslexiaaction.org.uk](mailto:library@dyslexiaaction.org.uk)
- 11:37:02 From Julie Singlehurst to Hosts and panellists : This is not a helpful way for dyslexia assessors to upskill to be able to diagnose dyscalculia
- 11:38:12 From Rob Jennings to Julie Singlehurst and all panellists : Hi Julie, thanks for coming today. It is certainly a grey area as to who can assess and we are awaiting confirmation from SASC to make this more clear. However, they have asked that no assessments should be undertaken online in favour of face to face assessments. Hope this helps. Rob
- 11:40:41 From Julie Singlehurst to Hosts and panellists : Our company cannot offer face-to-face as it is online so there is no choice....should I alert my superiors to this Rob or, as we have no choice, is it okay to carry on assessing online? Thanks for your help - we assess dozens of clients a week...
- 11:41:05 From Adrian Salmond : Non-dyslexic group had no learning difficulty, is that correct?
- 11:41:10 From Cordelia Powell to Hosts and panellists : I'm interested why the research pools were so small, just 16
- 11:41:40 From Rob Jennings to Suzanne Currell and all panellists : Hi there, thanks for attending today. I think that using concrete materials (algebra tiles) really help understanding of an abstract topic. Am glad the logic course helped you.
- 11:42:30 From Nicola Thomas : what is 'appearance anxiety'?
- 11:42:52 From Adrian Salmond : Being anxious about one's appearance?
- 11:43:22 From Adrian Salmond : ... and how others might judge your appearance?
- 11:43:27 From Adrian Salmond : That's a guess
- 11:43:36 From Allyson Edwards : It includes body dysmorphia which can be isolating and disabling
- 11:43:38 From Nicola Thomas : logically, yes, but it's not a term I have heard before?

- 11:43:52 From Rob Jennings to Sian Newman and all panellists : That's good to know Sian. It just emphasises the fact that we all learn differently. Thanks for attending Rob
- 11:44:08 From Nicola Thomas : Thank you Allyson - that's helpful!
- 11:45:21 From Laura Blanco : I would like the resources as well thanks
- 11:47:16 From Adrian Salmond : @Nicola please excuse my logic!
- 11:47:31 From Rob Jennings to Gemma Stewart and all panellists : Hi Gemma, our new assessment is designed to be used in HE too as it focuses on the key areas of foundation maths, which cause the majority of the issues. Thanks for listening today Rob
- 11:48:15 From Gemma Stewart : Thanks Rob
- 11:50:33 From Rob Jennings to Adrian Salmond and all panellists : Hi Adrian, thanks for coming today. You make a lot of important points in your comments, but each learner may be different and visual teaching including concrete materials, generally help most learners. Rob
- 11:53:47 From Adrian Salmond to Hosts and panellists : Thanks Rob. Yes I fully agree. My point was at the conceptual level where we might state that dyscalculic learners have problems following patterns and visual/spatial orientation. There is a contradiction between stating this and having visual and concrete materials which (as I agree) generally help most learners.
- 11:53:55 From Rob Jennings to Marie Suzanne Kennedy and all panellists : Hi Marie, It is important to look at the Board for the GCSE being undertaken. I agree with you, some of exams contain 3 papers (two calc and one non-calc)! I would recommend IGCSE which only has two papers where a calculator can be used for both. This may give learner confidence, where they might struggle with mental maths. Kind regards Rob
- 11:55:13 From Marie Suzanne Kennedy : Thanks, Rob.
- 11:56:13 From Adrian Salmond to Hosts and panellists : \*contradiction
- 11:56:16 From Rob Jennings to Jennie Partington and all panellists : Thanks for the comment! 😊
- 11:58:48 From Rob Jennings : Hi there, for those who would like the 'maths resources at home' please pop an email to [info@dyscalculianetwork.com](mailto:info@dyscalculianetwork.com) with this request please? Thanks for listening today
- 11:58:49 From Lucy Hunt : With my undergraduates I find that a lack of confidence means that they don't think they have answered the essay question even when they have, leading to anxiety, almost like a visual impairment.
- 11:59:24 From Emily Allington : I'd appreciate a copy too. Thanks Rob! your presentation style was very easy to follow ☺
- 11:59:42 From Allyson Edwards : I agree with Lucy. Their lack of confidence is as much a disability as their specific learning difficulty.
- 12:00:26 From Anna Smith : Probably the same for maths anxiety too Lucy and Allyson
- 12:00:50 From Allyson Edwards : Yep
- 12:01:13 From Andrea Cochrane : Lucy I've found the same both in HE and in adult community learning. From what my learners have said in both settings, a lot of it has come from poor previous learning experiences leading to lack of confidence and low self-esteem.
- 12:01:29 From Joanna Mary PERKINS : I also find that when HE students with dyslexia do achieve good results they are very surprised and put it down to being a fluke and not because of their hard work.
- 12:01:58 From Allyson Edwards : Often the students I meet are 'battle weary' as a result of their experiences in school
- 12:02:08 From Elizabeth Richardson : Lots of students are diagnosed as dyslexic at HE level, having mostly coped before. Have you noticed any link between this and anxiety as a HE learner?
- 12:02:10 From Lucy Hunt : I feel that it is because they have been used to getting it wrong their entire lives. It it can be very hard to convince them that they have answered the question, they still doubt me.

- 12:03:38 From Allyson Edwards : On a more positive note though, I try to impress upon them that they are superb problem solvers - they have had to be to navigate secondary education! One of my students passed their GCSE English Literature by watching the films of the studied texts!
- 12:03:49 From Lesley Oyewole : It sounds very similar to CBT
- 12:04:15 From Theresa Gillbard : I suggest numbered coloured cards - with bullet sentence guides, to help with presentation sequencing
- 12:05:39 From Lucy Hunt : Often my students have a specialist mentor as well, however the stress and anxiety is caused by their workload so there is an overlap there.
- 12:06:32 From Allyson Edwards : I agree with Lucy. You cannot separate the two and their concerns often need to be addressed before they can focus on study skills
- 12:06:41 From Lucy Hunt : List making in subsections is my method for reducing anxiety.
- 12:07:22 From Allyson Edwards : That's a good idea
- 12:07:26 From Nicola Thomas : working with HE students, essays and dissertations are the consistently the cause of anxiety. Just listening and talking through the task with them, so that they feel they are not alone, often enables them to get started
- 12:07:41 From Joanna Mary PERKINS : I find it best for students when I am their mentor and study skills tutor and the session is a blended mix of both.
- 12:07:53 From Lucy Hunt : And a clear 'activity list' that is single task orientated... not 'do essay' 1/ find readings 2/ print out 3/ highlight direct quotes.
- 12:13:51 From Antonia Hayes : When the student feels overwhelmed with their workload, supporting them to take control of their time management often alleviates their anxiety.
- 12:14:48 From Peter Lia : Amanda, it's great how you link theory and practice through your research and in your support work, well done!
- 12:18:15 From Lucy Hunt : I often use What, so what, now what
- 12:20:30 From Asiya Kokab Aslam : It's very interesting how questions can actually help primary students as well to write stories. For example 5/4 questions to answer could lead to a topic sentences that can be expanded to write 5/4 short paragraphs; ultimately a long story.
- 12:21:00 From Antonia Hayes : Mind mapping is an excellent method. Free mind mapping application - XMind8. Very easy to use and the students seem to like it very much.
- 12:21:33 From Tina Horsman to Hosts and panellists : You may find this article useful: The use of correct paragraph structure Hatfield, Horsman, Szumco, 2014, Navigating the Essay, Journal of Writing in Creative Practice, Vol 7, No 2. Accessed at:  
[https://intellectdiscover.com/content/journals/10.1386/jwcp.7.2.311\\_1-](https://intellectdiscover.com/content/journals/10.1386/jwcp.7.2.311_1-)
- 12:22:15 From Lucy Hunt : I always start with making a blank document for the essay with the title. Each paragraph relates to a particular author and has a heading in their name to start.
- 12:22:29 From Jennie Partington : Can learners download XMind8 on their phones?
- 12:22:52 From Susan Coughlan : Thank you for an interesting talk on research linked to practice - certainly relates to my job as a study skills tutor at Winchester University
- 12:23:17 From Lucy Hunt : I have found making a start in the form of naming and saving the document reduces anxiety immediately
- 12:23:26 From Amanda Roper : Thank you - that is an interesting way to think about how to support students of all ages.
- 12:23:37 From Antonia Hayes : JP they tend to download XMind8 on their PC because it is easier to use.
- 12:24:01 From Tina Horsman to Hosts and panellists : It is lovely to hear how you have extended your research. Many thanks Amanda.
- 12:24:04 From Antonia Hayes : Thanks Amada I really enjoyed your presentation.
- 12:24:19 From Rebecca Thomas : That was really interesting and I hope to have a look at your books sometime. Thank you.

- 12:24:20 From Valerie Cuffe-Adams : Thank you for useful solutions to the theory presented and the Inner Critic Template will be very useful.
- 12:24:22 From Suzanne Currell : Thank you
- 12:24:39 From Allyson Edwards : This is a great YouTube resource to help students write critically:  
[https://www.youtube.com/watch?v=btUY6jTt2Ys&ab\\_channel=SkillsTeamHullUni](https://www.youtube.com/watch?v=btUY6jTt2Ys&ab_channel=SkillsTeamHullUni)
- 12:24:41 From Marie Suzanne Kennedy : Very helpful insights which are also useful for secondary students..
- 12:24:51 From Esther Shire : Thank you so much- I work with neurodivergent HE students throughout the UK and this will be hugely helpful reading.
- 12:25:19 From Elizabeth Mullan : Very relevant and interesting presentation, particularly because the ideas came from the students themselves.
- 12:25:44 From Andrea Cochrane : A great session - very helpful for the work that I do In ACE and HE. Thank you.
- 12:25:47 From Esther Shire : Many of my students could relate to anxiety causing them to miss exams or other important events.
- 12:26:01 From Paul Barr : Thank you, really found this interesting with lots of practical ideas. Especially important that the strategies come from the perspective of the students themselves. I did have a question too. I was just wondering if you could say a little more about breaking down a larger essay question into a series of smaller questions. Did you have any student examples that could just clarify this a little more?
- 12:30:12 From Lucy Hunt : I can't tell you how many times I have explained to students that uni is not at all like school, you will not be in trouble, it is their job to be helping you...
- 12:31:38 From Antonia Hayes : It would be important to feed this information into PGCE training courses .
- 12:31:43 From Lucy Hunt : I have told them to say I don't want to read out loud thank you
- 12:32:21 From Laurie Hale : I work at HE level and I have found that my students often say that simply having someone who isn't a parent or one of their lecturers to support them, listen to their worries and help them to make sense of personal as well as academic challenges, makes a huge difference in reducing their anxiety levels.
- 12:33:02 From Antonia Hayes : LH yes that's my experience also.
- 12:33:23 From Caroline Bloor : This was all ringing true -both for my students and my own daughter. Fascinating study. Thank you
- 12:33:27 From Pauline Sumner : Many thanks for your interesting talk and your important research
- 12:33:27 From Emily Allington : This was me. I didn't go to a single seminar for one of my subjects at university, as I heard they have someone read aloud. I was far too anxious to go.

**Note:** Both of Amanda T.Abbott-Jones books are available via postal loan within the UK to Guild members. Email [library@dyslexiaaction.org.uk](mailto:library@dyslexiaaction.org.uk) if you are a member and would like to borrow them. If you would like to ask any questions about her presentation, please email: [amanda.t.jones@btinternet.com](mailto:amanda.t.jones@btinternet.com)

## 12.30 Monica Vashisht

### The Dyslexia Action Shop - What's New

- 12:36:53 From Rob Jennings : Monica... can exam reader 2 pen be used in Maths exams GCSE?\
- 12:37:28 From Lucy Hunt : Lecturers are not always good teachers or good presenters, they are experts in their field, they may be mainly concerned with their own research, it is important that undergrads understand this and that is why we are so important. I also impress upon them that they are paying a lot of money for their degree, they are the customer and have a right not to read out loud if they don't want to. I say that their uni is more like the holiday inn and that the lecturer is like the concierge lol!
- 12:37:30 From Antonia Hayes : Could the pen be used with sight impaired students ?
- 12:38:43 From Laurie Hale : Would it depend on their level of sight?
- 12:40:13 From Marie Suzanne Kennedy : Are these all SASC approved?
- 12:40:35 From Adrian Salmond : What is the current guidance on TOD use? E.g. can we use it alone instead of the usual WRIT, WRAT, CTOPP etc. suite?
- 12:40:48 From Adrian Salmond : ...for full dyslexia diagnosis
- 12:41:09 From Jan Beechey : Scanning pens presented a webinar for the Guild recently, Guild members can see it in the Member Events area. Jack Manning contact details are also in the webinar.
- 12:41:15 From Charlotte Stanhope : is the original DASH still valid for use?
- 12:41:47 From Adrian Salmond : Presume we can't use DASH after 2 years of DASH 2 publication (for diagnostic reports)?
- 12:41:52 From Allyson Edwards : I think so Adrian. It's been accepted by SASC and there is info on the SASC website showing what it can be used for and replaces
- 12:42:13 From Adrian Salmond : @Allyson thanks I'll read over the sass guidance
- 12:42:18 From Adrian Salmond : \*SASC
- 12:42:32 From Antonia Hayes : Are Amanda's books available for sale in the shop?
- 12:42:49 From Allyson Edwards : Does the DASH 2 also replace the DASH 17+?
- 12:44:03 From Jan Beechey : Dash-2is a combination of both DASH & DASH 17+
- 12:45:31 From Monica Vashisht to Hosts and panellists : Yes, DASH 2 is the combination of DASH and DASH17
- 12:45:46 From Theresa Gillbard : I am selling a brand new, unused Dash 17+ if anyone is interested!
- 13:01:10 From Jan Beechey : SASC states that older editions of tests can be used for 2 calendar years after the year of publication of the most recent edition of the test. You can find this info in the SASC lists of suitable tests <https://www.sasc.org.uk/assessment-guidance/test-lists/>
- 13:09:46 From Jan Beechey : Regarding TOD SASC says further guidance will be published on this large battery of tests later this year to demonstrate how it aligns with forthcoming recommendations of the Dyslexia Delphi Study and the Dyscalculia Working Group.

**Note:** Guild members can get up to a 10% discount on [Dyslexia Action Shop](#) products, other discounts for DELL computers are found in the Guild Member Benefits once you log in.



## 1.20pm King's College London - Re-Star Programme:

### Understanding more about why neurodivergent young people are at risk of depression and how we might increase their resilience

**Presenters included:** Professor Edmund Sonuga-Barke, Steve Lukito, Myrto Kakoulidou, Susie Chandler

- 13:14:33 From Susan Naylor : Really enjoying the conference, thank you. I can't focus on / read the chat and questions at the same time as listening, so would really appreciate a written summary of Q&As after the event if possible.
- 13:20:25 From Valerie Cuffe-Adams : Yes, I would appreciate a written summary of the questions and answers too. Interesting chat but can't take too much in today. Thank you.
- 13:22:43 From Anna Smith : I think we might be able to deliver a summary of the questions...
- 13:29:30 From Nicola Slater : I would like to listen to the whole conference again. How long will we have to watch this?
- 13:30:50 From Jan Beechey : The slides and recordings will be available for a year
- 13:32:24 From Tia Tudor Price : I'd like to know how many practitioners are themselves neurodivergent... I know my son thrives with those teachers who are. Some of my HE students have changed tutor as previous tutors were neurotypical and could 'feel it' (I speak mainly of my autistic and ADHD students). I am ADHD myself.
- 13:33:11 From Nicola Slater : Superb - thank you.
- 13:34:11 From Antonia Hayes : Is that like Action research?
- 13:37:57 From Antonia Hayes : What is the prevalence of depression amongst this group of young people?
- 13:40:59 From Suzanne Currell : What qualitative method did you use to analyse the interview data
- 13:44:01 From Queenie Osborne to Hosts and panellists : I see the panels are moving very quickly - any chance of looking at them later? Please
- 13:44:43 From Anna Smith : Queenie, the slides will be available to you in a couple of weeks
- 13:45:02 From Queenie Osborne to Hosts and panellists : Great-thank you!
- 13:45:09 From Tia Tudor Price : These are all my sons' experiences. I am so glad there is a study to put this into 'print'
- 13:51:01 From Esther Shire : @Tia Tudor Price, I have had the same experience myself - I am dyspraxia and on the diagnostic pathway for AUDHD- multiple family members are already diagnosed and many of my HE study skills students have told me that they find it hugely reassuring to feel that I am entirely accepting of how they think/feel/behave and never ask \*why\* they do things in a particular way (or indeed why they haven't yet completed work they had hoped to have done).
- 13:54:07 From Tia Tudor Price : Thank you Esther- Trust, and authenticity, seem to be the key points my students make. They know that they aren't being 'judged' because I have similar experiences. I think the experiential element is hugely important.
- 14:01:16 From Antonia Hayes : could you please explain the data . How do you interpret the figures?
- 14:07:09 From Steve Lukito to Hosts and panellists : Hi Tia, Steve from RE-STAR here, our research team consists of people who are neurodivergent and non-neurodivergent.
- 14:07:49 From Adrian Salmond : Did the neurotypical group differ within itself in terms of its experience of depression e.g. by race?
- 14:07:51 From Steve Lukito to Hosts and panellists : Hi Suzanne, the qualitative method we used to analyse the interview data was the reflexive thematic analysis.
- 14:09:02 From Suzanne Currell : What about fe students
- 14:09:27 From Suzanne Currell : What about fe students
- 14:09:36 From Joanne Bharatan : Does this include medicated children?
- 14:09:41 From Myrto Kakoulidou to Antonia Hayes and all panellists : Hi Antonia, yes this is participatory action research!

- 14:10:00 From Tia Tudor Price : Can you provide the link in the chat as I can forward this to my sons SENCo
- 14:10:04 From Christine Gray : Such a privilege to have an insight into 'live' research. Beautifully presented.
- 14:10:06 From Tia Tudor Price : ..Oop ok
- 14:10:13 From Steve Lukito to Hosts and panellists : Hi Adrian, thank you for the suggestions, we haven't looked at the mental health difficulties by ethnic groups but we can do that.
- 14:10:21 From Myrto Kakoulidou : Hi all! To take part in the school staff survey, click here [https://qualtrics.kcl.ac.uk/jfe/form/SV\\_a9tWBdrhQGpxxFI](https://qualtrics.kcl.ac.uk/jfe/form/SV_a9tWBdrhQGpxxFI)
- 14:10:25 From Theresa Gillbard : This brilliant, joint, presentation - if not in total- should be included in all Teacher Training, but esp re SpLD / Neurodiverse Training. SO many links within my 36yrs as a Dyslexia Specialist and mother of autistic and ADHD sons
- 14:10:57 From Steve Lukito to Hosts and panellists : Hi Joanne, yes the study includes medicated students.
- 14:11:14 From Tina Horsman to Hosts and panellists : Fascinating work, thank you very much.
- 14:11:15 From Beverley Crowley : Very interesting and seems a really great study.
- 14:11:24 From Rebecca Thomas : Lots to think about and very relatable.
- 14:11:59 From Sue Bernarde : This presentation has given me much hope for our neurodiverse children in the future. Thank you
- 14:12:13 From Amanda Roper : That was really fascinating and looks to be a really valuable thing which could make such a huge impact on supporting young people. Thank you.
- 14:12:49 From Rachel Hindle : Really interesting research - I am looking forward to reading more about it. Can you share a link to any of your publications about this?
- 14:12:51 From Sue Thain to Hosts and panellists : Really interesting and certainly time to move away from the terrible negativity around our current medical model, which is bound to trigger negative emotions.
- 14:13:08 From Suzanne Currell : Thank you
- 14:13:17 From Susan Coughlan : Really good to have a proper study of the relationships and not just speculation and assumption
- 14:14:07 From Kathrin Treacy : Thank you for sharing your interesting and useful research.
- 14:14:40 From Lesley Oyewole : The MESI Star
- 14:14:44 From Lesley Oyewole : Sounds amazing!
- 14:15:15 From Amy Sims : Very interesting research - thank you for sharing.
- 14:15:17 From Hayley Pillinger : I have found this session interesting thank you!
- 14:15:20 From Theresa Gillbard : MESI scale sounds fascinating ...
- 14:16:37 From Sue Bernarde : Are there any thoughts about adding learning needs to the studies - such as dyslexia?
- 14:17:02 From Theresa Gillbard : A superb collection of presentations for the Guild's 30th Anniversary- Congratulations!!
- 14:17:40 From Felicity Paris : Amazing - thank you to the team presenting!
- 14:17:51 From Jane Norie : Thanks so much, this is really interesting research!
- 14:18:07 From Valerie Cuffe-Adams : Thank you for that presentation.
- 14:18:28 From Steve Lukito to Hosts and panellists : <https://www.kcl.ac.uk/research/my-brain-emotions-and-me> We are now at Stage 2 of the study :)
- 14:18:36 From Sarah Inman to Hosts and panellists : That was a fantastic presentation. Thank you,all,very much
- 14:18:59 From Pauline Sumner : Wonderful to see such beneficial/longitudinal research and work going on in understanding and supporting those with Autism and ADHD
- 14:19:17 From Steve Lukito to Hosts and panellists : Do have a look at the blogpost that our young people wrote about the process of planning the experimental study with us too here :)

<https://kingsengagedresearchblog.wordpress.com/2023/10/04/enhancing-participatory-neuroscience-research-the-re-star-project-perspectives/>

- 14:19:44 From Paul Barr : Really interesting joint presentation that gave me a lot to think about. I work in a HE is setting, but what a previous presenter said about the impact of childhood and adolescent experiences on young adults and how they influence self-concept and self-actualisation really made me think. I was aware (not least through personal experience) of how childhood experiences can affect us and how they can also impact emotional regulation – and how we conceptualise our own abilities around academic ability - so I found this a very thought-provoking presentation.
- 14:21:28 From Nicola Thomas : So interesting and refreshing to have the paradigm shift - the enthusiasm for this project shines through in your presentations. Keep up the excellent work! My daughter is autistic- struggled through school but went to Oxford despite it- but suffered greatly from depressive periods. This would have been so useful for her!
- 14:24:46 From Amy Sims : Be very interested in getting involved in this research.

**Note:** [RE-STAR](#) is a four-year, interdisciplinary programme being led by Professor Edmund Sonuga-Barke of the Experimental Psychopathology and Neurodevelopment Research Group at King's College London.

## 2.20pm Dr Paul Demetriou-Crane

### Adult learners with dyslexia and English as an additional language: assessing and teaching

- 14:40:24 From Jan Beechey : Paul's book is available both as an ebook and hard copy title via the Guild library
- 14:41:15 From Jan Beechey : SPaG - Spelling and Grammar
- 14:42:08 From Susan Coughlan : definitely an issue where I work ( university of Winchester)
- 14:44:46 From Fiona Nixon : Have you looked at the CAML testing (Anne Margaret Smith's site)
- Note:** ['Cognitive Assessments for Multilingual Learners'](#) (CAML)
- 14:45:09 From Susan Coughlan : I have seen problems with this group of students when they are assessed by an EP and I am concerned that the language issue is not always accounted for ( sufficiently)
- 14:45:32 From Lesley Oyewole : Limited English vocabulary
- 14:45:36 From Suzanne Oyo : persistent spelling issues
- 14:45:40 From Felicity Paris : Difficulties with sounds and spelling
- 14:45:41 From Susan Coughlan : Student sometimes self-identify as being dyslexic due to language difficulties
- 14:45:42 From Marie Suzanne Kennedy : Writing coherently
- 14:45:45 From Adrian Salmond : How are we defining "having EAL"?
- 14:45:46 From Allyson Edwards : Poor understanding of assignment tasks, poor grammar and spelling, poor essay structure
- 14:45:48 From Tanya Keers : inference issues
- 14:45:49 From Susan Naylor : Different letter - sound correspondence in L1 and L2.
- 14:45:49 From Lesley Oyewole : No subject verb agreement in syntax
- 14:45:52 From Elain Khoo : word order difficulties at times
- 14:45:53 From Elena Weir : Educational background
- 14:45:54 From Lucy Hunt : Difficulties is writing past and future tense
- 14:45:55 From Amanda Roper : Verbal language can present as 'better' than written work shows
- 14:45:56 From Sue Bernarde : Vocabulary issues
- 14:45:56 From Jacob Brittain : Difficulty accessing support
- 14:45:56 From Amy Sims : issues that are language acquisition rather than dyslexia origin
- 14:45:57 From Kathrin Treacy : Difficulty decoding words into phonemes
- 14:46:02 From Jennie Partington : Undiagnosed SPLD
- 14:46:03 From Delyth Henderson : have had difficulties learning to read in their L1
- 14:46:03 From Beverley Crowley : struggle with sentence structure
- 14:46:03 From Michelle Amesu : Difficulties with spelling
- 14:46:05 From Hayley Pillinger : no experience with this but poor spelling, reading
- 14:46:05 From Sian Newman : differing sentence structure conventions
- 14:46:06 From Lesley Oyewole : Sometimes shy to speak for fear of saying the words wrong
- 14:46:06 From Christine Carney to Hosts and panellists : Can't tell the time so late for appointments
- 14:46:07 From Alethea Broadway : persistent difficulties with spelling
- 14:46:07 From Queenie Osborne to Hosts and panellists : Similar word problems in their own language - reversals for instance
- 14:46:07 From Mary Gallagher : SPAG - disorganised sentence structure
- 14:46:07 From Clare Sanders : Pronunciation difficulties depending on home language
- 14:46:10 From Tanya Keers : phoneme to grapheme correspondence
- 14:46:11 From Marie Suzanne Kennedy : Staff do not attribute dyslexia just EAL

- 14:46:14 From Susan Coughlan : Syntax is often an issue & marks are lost as a result
- 14:46:18 From David Walker : Phonological memory
- 14:46:22 From Antonia Hayes : easily overloaded
- 14:46:23 From Sarah Inman : Anger & frustration
- 14:46:24 From Nathalie Senat van Dijk : phonological processing, knowledge and awareness
- 14:46:26 From Amanda T. Abbot-Jones to Hosts and panellists : Difficulties with irregular words. Thanks Paul this is very relevant to my work context as I work with a lot of international students who are dyslexic
- 14:46:27 From Paul Fabbri : A degree of anxiety that others will be aware of difficulty with English and it may reflect - wrongly! - on their status in the country.
- 14:46:34 From Anna Scrimgeour : word finding difficulties
- 14:46:54 From Clare Sanders : Literacy difficulties in their own language
- 14:46:59 From Adrian Salmond : Many of these criteria are not exclusive to dyslexic students
- 14:47:17 From Susan Coughlan : exactly
- 14:47:30 From Paul Fabbri : I have assessed refugees for dyslexia. This requires careful handling and tact.
- 14:47:42 From Lesley Oyewole : Students who are illiterate in both home language and English
- 14:47:56 From Lesley Oyewole : Only have social language and not academic language
- 14:48:21 From Adrian Salmond : According to some criteria, EAL label is assigned if any language other than English is used at home at any time.
- 14:48:26 From Suzanne Oyo : Yes in many cultures there is stigmatism associated with learning difficulties.
- 14:48:29 From Christine Gray : Some languages don't have a word for 'the', leading to lots of difficulties in English.
- 14:48:29 From Marie Suzanne Kennedy : Can an EAL student be dyslexic in English but not their first language?
- 14:49:09 From Lesley Oyewole : What is L1 knowledge and learning?
- 14:49:18 From Felicity Paris : L1 = first language
- 14:50:09 From Lesley Oyewole : Thank you
- 14:50:45 From Fiona Nixon : MS - yes, that's very common with English having more 'opaque' orthography.
- 14:50:58 From Paul Fabbri : All very useful information but to ask such questions is deeply personal which must be acknowledged.
- 14:51:14 From Felicity Paris : @marie Suzanne Kennedy - my understanding is that depending on the student's first language, dyslexia will present itself differently, so for example if there's a very regular phoneme - to grapheme correspondence, spelling might not be such an issue in their first language.
- 14:52:32 From Andrea Cochrane : I agree with Felicity.
- 14:53:01 From Suzanne Oyo : I agree, Paul.
- 14:53:05 From Adrian Salmond : How to differentiate dyslexic difficulties in learning/mastering English from language learning difficulties of a more general nature?
- 14:55:22 From Susan Coughlan : Do you think that dyslexia is often missed due to assumptions that English language difficulties are assumed to be due to EAL?
- 14:55:29 From Kathrin Treacy : retention
- 14:55:32 From Adrian Salmond : memory
- 14:55:35 From Adrian Salmond : phonology
- 14:55:35 From Alethea Broadway : Remembering new words
- 14:55:41 From Adrian Salmond : sequencing
- 14:55:46 From Marie Suzanne Kennedy : spelling rules
- 14:55:46 From Jane Norie : working memory when translating (internally or externally)
- 14:55:46 From Gemma Stewart : processing speed
- 14:55:47 From Lesley Oyewole : I definitely think so Susan

- 14:55:47 From Hayley Pillinger : discrimination
- 14:55:48 From Delyth Henderson : reading comprehension
- 14:55:48 From Beverley Crowley : memory retention
- 14:55:50 From Sue Thain to Hosts and panellists : Memorising vocab
- 14:55:52 From Hayley Pillinger : memory
- 14:55:57 From Felicity Paris : Retaining information
- 14:56:02 From Alethea Broadway : producing sounds correctly and consistently
- 14:56:06 From Lucy Hunt : Weak phoneme to grapheme link
- 14:56:07 From Peter Lia : short term memory, rote learning, auditory processing, processing speed
- 14:56:08 From Susan Fisher : Influences of cultural context on learning
- 14:56:08 From Susan Naylor : Overwhelmed by the need to learn two or more systems.
- 14:56:09 From Allyson Edwards : Understanding lectures in L2 when you also have a slow processing speed
- 14:56:09 From Amanda Roper : Difficulties with phonemic awareness
- 14:56:09 From Susan Coughlan : Poor self esteem
- 14:56:09 From Antonia Hayes : issues with essay writing, sentence construction, sequencing and vocabulary choices
- 14:56:10 From Adrian Salmond : Might learn a language well???
- 14:56:12 From Jennie Partington : cognitive overload
- 14:56:14 From Lesley Oyewole : Fluency with reading
- 14:56:15 From Emily Allington : hearing the correct sounds in words
- 14:56:17 From Grace White : Understanding technical terms/jargon
- 14:56:22 From Rebecca Thomas : Less likely to read for pleasure.
- 14:56:22 From Katy Parnell : focus on detail not big picture
- 14:56:27 From Elizabeth Richardson : confidence that progress is being made
- 14:56:29 From Andrea Cochrane : Understanding instructions
- 14:56:44 From Susan Coughlan : understanding assignments
- 14:57:00 From Lesley Oyewole : Processing of receptive language
- 14:57:18 From Cordelia Powell to Hosts and panellists : Reading challenges- decoding, spelling, writing - organising thoughts, grammar, syntax, memory, comprehension
- 14:57:35 From Elena Weir : Higher order thinking in a second language
- 14:58:05 From Adrian Salmond : I think the LTM issue is contested
- 14:58:54 From Susan Coughlan : More the retrieval process from LTM
- 14:59:35 From Felicity Paris : When I was teaching ESOL, there were students who really struggled significantly compared to their peers & had dyslexia symptoms, but it was so hard for them to get support because they had to reach a certain level of English proficiency before the assessors would assess them, but so many of them didn't reach that level - a vicious cycle :(
- 14:59:53 From Susan Fisher : Teasing out if the difficulties are primarily attributed to a SpLD, the challenge of learning a new language or any other underlying difficulties is challenging. How are you assessing in your setting?
- 15:00:00 From Susan Coughlan : Yes, that is a problem
- 15:00:27 From Amanda T. Abbot-Jones to Hosts and panellists : Reading and understanding the words used.
- 15:00:31 From Lesley Oyewole : Self motivated study
- 15:00:35 From Susan Coughlan : Huge difficulties with dissecting tasks and understanding assignment learning outcomes
- 15:00:36 From Delyth Henderson : understanding exam or test questions
- 15:00:38 From Marie Suzanne Kennedy : reading for comprehension
- 15:00:40 From Allyson Edwards : The ability to acquire (and spell) subject specific vocabulary

- 15:00:41 From Mary Gallagher : attention and memory
- 15:00:43 From Amanda T. Abbot-Jones to Hosts and panellists : Understanding questions in essays and exams
- 15:00:44 From Amanda Roper : Issues around memory, processing speed
- 15:00:44 From Kathrin Treacy : revision due to difficulty developing automaticity
- 15:00:44 From Alethea Broadway : note taking
- 15:00:45 From Jane Norie : Reading and writing tasks
- 15:00:46 From Hayley Pillinger : comprehension
- 15:00:47 From Susan Fisher : literacy based skills, cognition, motivation for learning
- 15:00:51 From Lesley Oyewole : Reading and analysing articles
- 15:00:53 From Beverley Crowley : understanding the task
- 15:00:57 From Helen Smith : note taking, essay writing, revision, reading for meaning
- 15:01:01 From Lesley Oyewole : Composing arguments
- 15:01:03 From Allyson Edwards : Following lectures and making notes whilst doing so
- 15:01:05 From Andrea Cochrane : Organisational skills - how to structure their work.
- 15:01:06 From Jane Norie : written exams
- 15:01:06 From Gemma Stewart : research
- 15:01:07 From Nathalie Senat van Dijk : organisation and planning essays
- 15:01:10 From Hayley Pillinger : metacognitive skills
- 15:01:14 From Anna Scrimgeour : Difficulties writing essays.
- 15:01:15 From Sue Bernarde : disorientation in reading fluency
- 15:01:16 From Hazel Porter : Understanding assignment briefs
- 15:01:18 From Antonia Hayes : note -taking, planning , sentence construction, use of vocabulary
- 15:01:18 From Cordelia Powell to Hosts and panellists : Reading fluency, vocabulary acquisition, writing skills, listening comprehension, memory retention
- 15:01:18 From Clare Sanders : Not being able to show knowledge
- 15:01:20 From Kater Yauner : writing fluency, trying to write what you mean while translating your thoughts
- 15:01:21 From Nathalie Senat van Dijk : time management
- 15:01:28 From Susan Coughlan : The understanding & interpretation elements are very significant- apps exist to aid SPAG, although they still lose marks for this and incorrect syntax
- 15:01:32 From Antonia Hayes : automaticity when reading
- 15:01:43 From Kerry Chilcott : @Susan Fisher Our ESOL Team use the CAML assessment - used to be ASAC approved but not any longer unfortunately
- 15:01:49 From Elena Weir : Effective planning, auditory processing
- 15:01:49 From Kerry Chilcott : \*SASC
- 15:01:57 From Sarah Inman : Constructing cohesive arguments
- 15:02:54 From Adrian Salmond : Possibly effective visual processing
- 15:03:08 From Christine Gray : Constantly translating back and forth
- 15:03:27 From Paul Fabbroni : EAL students can struggle with Level 2 and Level 3 vocabulary which are essential in assignment briefs and essay titles.
- 15:04:02 From Paul Fabbroni : Christine - I have observed that often too, agreed!
- 15:04:16 From Tanya Keers : use of tense and conventions around suffix and prefix use
- 15:05:02 From Paul Fabbroni : Referencing - everyone struggles with it but it can be even more challenging due to language barriers.
- 15:05:14 From Susan Coughlan : Very true
- 15:05:20 From Andrea Cochrane : If the student's first language is read from right to left or top to bottom of the page (i.e.in column format) that causes real problems when reading English from left to right.

- 15:05:27 From Rebecca Thomas : I would think that many of the strategies used to support dyslexic learners would also be helpful to those EAL learners without dyslexia. It could be helpful to use dyslexia friendly strategies as a matter of course with EAL learners. Then on top of this consider difficulties that come with changing from the person's specific first language background.
- 15:05:34 From Adrian Salmond : Did you identify any strengths in the dyslexic students?
- 15:06:16 From Lesley Oyewole : Surely some of these difficulties overlap for example lack of subject specific vocab can be a result of both dyslexia and having English as an Additional Language?
- 15:06:31 From Adrian Salmond : @Lesley agreed
- 15:06:44 From Susan Coughlan : They do hence the complexity of assessing needs and providing adjustments and support
- 15:06:54 From Antonia Hayes : Research skills, sourcing papers and navigating the library can be difficult.
- 15:07:26 From Adrian Salmond : Maybe we are coming to this, but were the group of students Paul is referring to actually diagnosed or identified as dyslexic in the end?
- 15:07:54 From Adrian Salmond : The group of students were trainee teachers, did I understand correctly?
- 15:08:31 From Lesley Oyewole : When I worked internationally, there was a method of assessing language competence in the mother tongue before moving forward with a suspected concern
- 15:09:14 From Lesley Oyewole : It may not be the best approach but it did help to identify the need to raise a concern other than English being an additional language
- 15:09:17 From Kathrin Treacy : Westernised test bias
- 15:09:24 From David Walker : Many assessments are created using native speakers
- 15:09:32 From Adrian Salmond : Different definitions of dyslexia
- 15:09:33 From Allyson Edwards : determining whether the literacy difficulties are due to second language or dyslexia
- 15:09:34 From Sana Ashraf : Lack of standardised tests on this cohort
- 15:09:36 From Andrea Cochrane : Complex instructions in tests
- 15:09:40 From David Bailey : Availability of assessments and assessors in L1
- 15:09:43 From Kathrin Treacy : that is a great idea
- 15:09:44 From Lesley Oyewole : The norms are usually based on westernised population
- 15:09:44 From Elizabeth Richardson : if test itself is in AL
- 15:09:45 From Nicola Thomas : The standardised tests are all designed for English speakers
- 15:09:46 From Nathalie Senat van Dijk : Standardised tests are designed for English speaking students
- 15:09:48 From Alethea Broadway : lack of speech and language therapists to look at first language first - may be a speech and lang need...
- 15:09:49 From Marie Suzanne Kennedy : explanation of tasks requires certain level of knowledge of English
- 15:09:50 From Vanessa Hyland : Whether spelling issues are due to dyslexia or are due to spelling patterns in L1
- 15:09:51 From Susan Coughlan : Hard to discriminate between difficulties due to cultural social and native language history and presentations due to dyslexia - can look the same superficially
- 15:09:51 From Felicity Paris : Lack of suitable assessment tools; lack of understanding and knowledge of assessors; lack of funding
- 15:09:51 From Susan Naylor : Student does not have the language to understand the task set.
- 15:09:55 From Susan Fisher : Differentiating between the possible underlying causes in an unfamiliar language
- 15:09:56 From Adrian Salmond : Believing someone can be dyslexic in one language and not dyslexic in another...
- 15:09:56 From Jane Norie : Elements of test are culturally unfamiliar
- 15:09:59 From Sana Ashraf : To backup the assessments .. and findings of an assessor
- 15:10:00 From Clare Sanders : Lack of tests



- 15:10:14 From Adrian Salmond : Over-focus on discrepancy models
- 15:10:16 From Alethea Broadway : time is needed to allow development in a second language
- 15:10:22 From Grace White : Lack of language to understand the test
- 15:10:22 From Susan Naylor : Student does not have vocabulary for rapid naming test.
- 15:10:23 From Susan Coughlan : They often under-perform on cognitive testing and can be mis-labelled as a result
- 15:10:31 From Antonia Hayes : comprehension of the test questions
- 15:10:31 From Nathalie Senat van Dijk : Dyslexia is assessed differently in different countries
- 15:10:32 From Elena Weir : Comprehensive tests
- 15:10:33 From Felicity Paris : Likely to occasionally be some covert racism/institutional racism in there
- 15:10:35 From Adrian Salmond : Not taking into account cognitive test bias
- 15:10:35 From Susan Fisher : Background information is not always available or accurate
- 15:10:42 From Delyth Henderson : you can't often gather background evidence of their L1 acquisition if they came to uk as young adults
- 15:10:43 From Michelle Amesu : Lack of tests
- 15:10:44 From Nicola Slater : Cognitive tests can contain bias
- 15:10:47 From Cordelia Powell to Hosts and panellists : Distinguishing between language acquisition and dyslexia related issues, cultural and linguistic bias, lack of specialists; limited assessment tools..
- 15:10:47 From Gemma Stewart : Yes I'd agree lack of suitable assessments
- 15:10:53 From Sue Bernarde : Tutors in FE are mainly subject specialists and are not dyslexia specialists
- 15:10:57 From Sana Ashraf : WRIT is not at all culturally valid ... and it's a widely used test
- 15:11:16 From Sana Ashraf : especially verbal analogies test
- 15:11:22 From Lucy Hunt : Stress and anxiety, fear of tests
- 15:11:55 From Felicity Paris : @sana - agreed after having just administered the verbal analogies test last week!!
- 15:11:58 From Adrian Salmond : Feyisa Demie's research on multilingual students is very useful.
- 15:13:53 From Adrian Salmond : ... and it might not
- 15:15:10 From Allyson Edwards : There is a useful guideline on SASC for assessing EAL students
- Note:** <https://www.sasc.org.uk/sasc-downloads/> Search for **English as an Additional Language (EAL): Assessment Guidance**
- 15:15:23 From Susan Coughlan : That is useful
- 15:15:24 From Felicity Paris : That's useful to know - thank you
- 15:16:00 From Kerry Chilcott : Thanks - that is useful to know!
- 15:16:14 From Fiona Nixon : We regularly collate CAML results for WPM on timed writing for ESOL students to establish a norm.
- 15:16:16 From Amy Sims : Useful info Allyson - thanks
- 15:16:21 From Lesley Oyewole : Where do the terms L1 and L2 come from please?
- 15:16:36 From Fiona Nixon : \*WPM - words per minute
- 15:16:59 From Suzanne Oyo : L1 = Language 1
- 15:17:03 From Suzanne Oyo : Language 2
- 15:17:09 From Alethea Broadway : So dyslexia is more commonly found in both languages L1 and L2? Or does this depend on what the first language is (how transparent etc)
- 15:17:18 From Suzanne Oyo : We use these terms in EFL.
- 15:17:37 From Jan Beechey :@Lesley Oyewole - H. H. Stern in Fundamental Concepts of Language Teaching traces the L1/L2 distinction back to the 1959 article, The teaching of English as a foreign language by J.C. Catford
- 15:17:51 From Lesley Oyewole : Thank you!
- 15:17:56 From Gemma Stewart : Can the CAML assessment be used for EAAs?

- 15:18:06 From Adrian Salmond : @Alethea it depends on our focus, maybe? From a neurodivergence perspective it wouldn't matter?
- 15:18:14 From Felicity Paris : @gemma good question
- 15:18:31 From Kerry Chilcott : We've used the CAML qualitatively for AARA
- 15:19:57 From Fiona Nixon : So, 2 different origins of the barriers - same presentation of difficulties and same teaching approaches?
- 15:21:44 From Lesley Oyewole : Please provide the 3 categories again
- 15:21:55 From Antonia Hayes : Overlearning would be important -repetition.
- 15:22:00 From Lesley Oyewole : \* the categories
- 15:22:03 From Susan Coughlan : Provided a note-taking app- Glean plus a tutorial on how to use, to enable easier recording an, recall & notetaking of lectures
- 15:22:06 From Queenie Osborne to Hosts and panellists : Addresses different methods of learning
- 15:22:06 From Susan Fisher : Using concrete examples/resources was helpful
- 15:22:07 From Paul Fabbroni : YEs - please display the slide with the categories if you can.
- 15:22:32 From Mary Gallagher : A student is able to produce more work and therefore feel an increased sense of achievement when using speech to text software.
- 15:22:38 From Alethea Broadway : activating prior knowledge is really important and works well
- 15:22:42 From Michelle Amesu : Slides before lectures
- 15:22:42 From Susan Coughlan : Encouraged student to ask questions when unsure rather than just carrying on
- 15:22:45 From Susan Fisher : Including familiar cultural references
- 15:22:48 From Jane Norie : Scaffolding to help learner structure their writing
- 15:23:12 From Jane Norie : Encouraging metacognition and discussion of how and why they are learning
- 15:23:19 From Lucy Hunt : Align content with cultural familiarity
- 15:23:25 From Cordelia Powell to Hosts and panellists : Overlapping these methods support weaker verbal processing skills and utilise stronger visual. Also support moving from STM to LTM
- 15:23:27 From Susan Coughlan : Providing more visual outlines for analysis of tasks and planning their completion; for example mind mapping
- 15:23:31 From Queenie Osborne : Student can use different modalities to take in and expend info
- 15:23:31 From Susan Naylor : Discuss and explain the role of the teacher.
- 15:23:38 From Beverley Crowley : give contextual references to provide meaning
- 15:23:39 From Anna Scrimgeour : Using mind maps to help with revision for exams.
- 15:23:41 From Katy Parnell : relate issues to own national/cultural context
- 15:23:4 From Jennie Partington : Access to digital devices
- 15:23:48 From Antonia Hayes : Presenting the information in different ways , building up knowledge and understanding -hence overlearning and repetition.
- 15:23:53 From Andrea Cochrane : Cultural references; a mixture of audio and visual presentation of work rather than just written methods; variety of tasks
- 15:23:54 From Clare Sanders : UDL works for all learners and gives them agency over how they best understand and then provide evidence of their knowledge so using video diaries for example rather than written
- 15:23:58 From Adrian Salmond : Align content with students' interests
- 15:24:00 From Paul Fabbroni : Use ChatGPT with the student to learn 'how to ask a question that ChatGPT will understand' which can aid reflection on understanding essay questions and briefs.
- 15:24:05 From Amy Sims : cultural appropriate
- 15:24:37 From Tanya Keers : learner goal setting and self appraisal, kinaesthetic teaching and learning/ promoting a metacognitive stance
- 15:25:39 From Susan Coughlan : did you put details of your book in the chat?

- 15:26:09 From Adrian Salmond : What happened to your students in the end? Did they get diagnosed as dyslexic?
- 15:26:22 From Amanda T. Abbot-Jones to Hosts and panellists : Thank you Paul, that was a really interesting, informative and useful presentation.
- 15:26:27 From Mary Gallagher : Many thanks Paul, so much information here.
- 15:26:28 From Rebecca Thomas : Thank you Paul, it would be interesting to read your book.
- 15:29:02 From Susan Naylor : I agree - with monolingual dyslexic students, I often discuss academic register being like a foreign language.
- 15:30:07 From Lesley Oyewole : Ah!
- 15:30:08 From Susan Naylor : EAL students often have more awareness of grammatical terminology and this can be a useful route to explaining syntax.
- 15:30:09 From Paul Fabbroni : I ask ChatGPT to make up a joke - they are not funny - and then we reflect on language. It helps with vocabulary.
- 15:30:47 From Paul Fabbroni : I mean - the jokes are seldom funny - but it is useful to think about language. And fun to do!
- 15:30:55 From Adrian Salmond : Grammarly is a big problem in this respect, with its use of AI
- 15:31:05 From Adrian Salmond : (In terms of people being accused of plagiarism)
- 15:31:09 From Susan Coughlan : Well yes it is a form of AI
- 15:31:32 From Esther Shire : I've seen students pulled up for using grammarly premium (provided by the DSA for proofreading) and told that they can't use it for that purpose. Not used with ill intent, but lack of confidence means they repeatedly accept its suggestions...
- 15:31:40 From Tanya Keers : The idea that individuals can be 'less dyslexic' in one language over another is fascinating and worthy of further research !
- 15:32:01 From Lesley Oyewole : Completely agree @Tanya
- 15:32:33 From Susan Coughlan : I think some languages, such as English give more challenges to a dyslexic person
- 15:32:44 From Esther Shire : One of mine has actually had an academic misconduct for this!
- 15:32:47 From Lesley Oyewole : That is the concern right, how much assistance is okay? It is still controversial in the primary school setting
- 15:32:47 From Jennie Partington : Could that be classed as a 'reasonable adjustment'?
- 15:32:59 From Allyson Edwards : I agree, I think it's more to do with the transparency of the language
- 15:36:31 From Asiya Kokab Aslam : It makes sense being dyslexic in one language more than the other because if the learner is good at their mother tongue then they have due to over learning have developed their verbal memory and hence increased their processing speed to understand the language. Very interesting!
- 15:38:28 From Lucy Hunt : English is complicated in comparison to other Europe languages
- 15:38:44 From Susan Coughlan : It certainly is
- 15:39:14 From Lucy Hunt : Their and there for a start!
- 15:39:36 From Susan Naylor : The literacy aspects of dyslexia are likely to be less apparent in some languages (e.g. Italian) which have a closer and more regular sound - letter correspondence.
- 15:39:42 From Adrian Salmond : Not necessarily. Try Polish verbs of motion!
- 15:40:27 From Lucy Hunt : English is egalitarian, Yacht... I mean....

**Note:** Paul Demetriou-Crane's book is available either by e-book or via postal loan to Guild members. Email [library@dyslexiaaction.org.uk](mailto:library@dyslexiaaction.org.uk) if you are a member and would like to borrow or access.

### 3.35pm David Bailey

## The Dyslexia Guild Supporting Adults Toolkit: A free resource for our members

- 15:44:25 From Jan Beechey : The Toolkit can be found on the Guild member website, just email us and we can give you the link and the password.
- 15:44:43 From Kerry Chilcott : What is your email?
- 15:45:34 From Jan Beechey : [guild@dyslexiaaction.org.uk](mailto:guild@dyslexiaaction.org.uk)
- 15:49:48 From Lesley Oyewole : How applicable is the working memory section for the primary education sector?
- 15:50:49 From Jan Beechey : The Toolkit is designed for supporting adults but can be adapted to younger learners.
- 15:52:31 From Paul Fabbroni : This last one is very good and could be used in an assessment to provide qualitative observations.
- 15:52:59 From Susan Coughlan : Yes I had to keep repeating the words by sub-vocalising to recall
- 15:53:11 From Carol Jones : I agree
- 15:53:31 From Paul Fabbroni : Yes - so that says something about learning strategies. It cannot be scored but it is useful.
- 15:53:35 From Susan Coughlan : It needed a lot of attention
- 15:54:30 From Lesley Oyewole : man
- 15:54:35 From Lesley Oyewole : casino
- 15:54:35 From Beverley Crowley : man
- 15:54:35 From Felicity Paris : casino
- 15:54:42 From Grace White : casino
- 15:54:44 From Vanessa Hyland : boldly
- 15:54:46 From Lesley Oyewole : boldly
- 15:54:50 From Marie Suzanne Kennedy : boldly
- 15:54:54 From Valerie Cuffe-Adams : boldly
- 15:54:56 From Cordelia Powell to Hosts and panellists : Boldly
- 15:55:05 From Marie Suzanne Kennedy : hard-boiled
- 15:55:06 From Lesley Oyewole : I turned it into a song
- 15:55:07 From Felicity Paris : hard-boiled
- 15:55:08 From Valerie Cuffe-Adams : hard boiled
- 15:55:09 From Grace White : hard boiled
- 15:55:09 From Cordelia Powell to Hosts and panellists : Hard boiled eggs
- 15:55:10 From Beverley Crowley : hard boiled
- 15:55:11 From Marie Suzanne Kennedy : done
- 15:55:14 From Lesley Oyewole : done
- 15:55:19 From Grace White : done
- 15:55:19 From Beverley Crowley : done
- 15:55:27 From Tanya Keers : I loved reading the article hanging out the writing - still use this today
- 15:55:37 From Lesley Oyewole : Love this activity!
- 15:55:51 From Andrea Cochrane : I've used the 'hanging out the writing' as an activity with HE students and they loved it.
- 15:55:53 From Cordelia Powell to Hosts and panellists : I pictured a man walking boldly into a casino demanding his eggs be hard boiled
- 15:56:19 From Theresa Gillbard : Fabulous interaction- thank you!

**Note:** The Supporting Adults Toolkit can be accessed by logging into the Member area, and found under CPD section. You can also access selected recordings of free webinars we have provided for Guild members under the Member Events area. More free Guild member webinars will be coming in the near future. If you are not a member but are interested in joining The Dyslexia Guild [see information here](#).

## 4pm Conference close

- 15:57:12 From Elena Weir : Thank you
- 15:57:33 From Suzanne Currell : Thank you
- 15:58:28 From Valerie Cuffe-Adams : Thank you - very interesting
- 15:58:34 From Susan Naylor : An interesting and informative day, thanks to all involved.
- 15:58:59 From Grainne McMullan : Thank you - great conference!
- 15:59:06 From Linda Perry : Many thanks..great day!
- 15:59:09 From Theresa Gillbard : I think the metacognitive element enables the teacher to understand a pupil's specific style of learning
- 15:59:10 From Nicholas Morgan-Baker : Thank you
- 15:59:10 From Allyson Edwards : The toolkit can also be used for giving neurotypical people (employers for example) an idea of the challenges dyslexics face
- 15:59:12 From Beverley Crowley : A lovely online conference.
- 15:59:15 From Elena Weir : Thank you -very informative.
- 15:59:19 From Amy Sims : Thank you everyone - appreciate the time
- 15:59:31 From Laura Blanco : thank you very much
- 15:59:33 From Hazel Porter : Thank you for a really informative day
- 15:59:36 From Jan Beechey : Survey is here:  
[https://docs.google.com/forms/d/e/1FAIpQLSeX\\_dDJcw1faNA\\_T0qvdwVOh9QbdLgCz\\_P4FskSwnm-KItxJw/vi/ewform](https://docs.google.com/forms/d/e/1FAIpQLSeX_dDJcw1faNA_T0qvdwVOh9QbdLgCz_P4FskSwnm-KItxJw/vi/ewform)
- 15:59:37 From Suzanne Oyo : Thank you.
- 15:59:41 From Kathrin Treacy : thanks everyone
- 15:59:43 From Pantelis Beglis : Thank you
- 15:59:43 From Susan Coughlan : A great day, every single talk was interesting and useful
- 15:59:43 From Esther Shire : Thank you so much for today- I have hugely appreciated hearing all the different speakers
- 15:59:45 From LLoyd Torry : Thanks, great conference, very informative!
- 15:59:45 From Suzanne Currell : Lovely conference. Thank you Anna and Jan and all the team at Dyslexia Guild
- 15:59:45 From Clare Sanders : Thank you everyone
- 15:59:46 From Karen Cameron : Thank you all!
- 15:59:55 From Antonia Hayes : Many thanks
- 15:59:58 From Michelle Amesu : Thank you.
- 16:00:01 From Carol Jones : Great job - thank you!
- 16:00:02 From Grace White : Thank you all.
- 16:00:04 From Jacqueline Gristwood : Thanks to all! Lots of great information today!
- 16:00:05 From Fiona Nixon : Thank you!
- 16:00:09 From Antonia Hayes : enjoyed it
- 16:00:09 From Maxine Craig : Thank you so much for today; so informative and interesting.
- 16:00:10 From Mary Gallagher : So much knowledge and expertise! Thank you :-)
- 16:00:14 From Andrea Cochrane : Really enjoyed the day. Thank you all.

16:00:15 From Joanna Mary PERKINS : I have really enjoyed today, thanks to all contributors.

16:00:17 From Sue Thain to Hosts and panellists : Great conference thank you

16:00:18 From Marie Suzanne Kennedy : A most interesting and useful day.

16:00:20 From Paul Demetriou-Crane to Hosts and panellists : A really enjoyable day. Thank you.

16:00:23 From Kerry Chilcott : Thanks all for an interesting and informative day

16:00:26 From Nicola Slater : Thank you

16:00:27 From Felicity Paris : Thanks to everyone who put this online conference together - I really enjoyed it :)

16:00:28 From Andrea Bennett : Thank you for such an interesting day

16:00:28 From Kathrin Treacy : bye!

16:00:29 From Theresa Gillbard : A great end to your 30th !

16:00:32 From Amanda Woolf : Survey link -->  
[https://docs.google.com/forms/d/e/1FAIpQLSeX\\_dDJcw1faNA\\_T0qvdwVOh9QbdLgCz\\_P4FskSwm-KltxJw/vi](https://docs.google.com/forms/d/e/1FAIpQLSeX_dDJcw1faNA_T0qvdwVOh9QbdLgCz_P4FskSwm-KltxJw/vi)  
[ewform](#)

16:00:34 From Jane Norie : Thanks to all the team, great day!

16:00:34 From Amanda Roper : Thank you very much!

16:00:35 From Rebecca Thomas : Thank you, it's been a really interesting day.

16:00:36 From Rachel Hindle : thank you!

16:00:37 From Tina Horsman to Hosts and panellists : Thank you very much a very useful, informative and well organised conference.

16:00:37 From Pauline Sumner : Thank you for a very good conference

16:00:37 From Nicola Thomas : Thank you!

16:00:40 From Tanya Keers : Thankyou

16:00:41 From Asiya Kokab Aslam : Thank you so much! It was a great conference! Maths was the highlight for me.

16:00:45 From Queenie Osborne : Excellent - extremely good subjects-thank you!

16:00:45 From Jessica Wright : ,Thank you!

16:00:47 From Anna Czachon-Malcolm : thank you very much

16:00:48 From Josephine Payne : Great! Really found each talk interesting and relevant. Thank you.

16:00:49 From Elena Weir : Thank you very much.

16:00:49 From Gemma Stewart : Thanks, really interesting

16:00:51 From Paul Barr : Thank you!

16:00:59 From Sana Ashraf : thank you lovely presentations

16:01:0 From Heather Berrisford : Thanks great conference as always

16:01:01 From Elizabeth Mullan : Thanks for an interesting and informative day.

16:01:05 From Christine Watt : Thank you.

16:01:08 From Gary Whitehouse : A really informative day - thank you!

16:01:08 From Cordelia Powell to Hosts and panellists : Thank you

16:01:10 From Sharon Ollerhead to Hosts and panellists : Thank you for such an interesting day 😊

16:01:12 From Michelle Dawson : thankyou

16:01:12 From Lesley Oyewole : Thank you

16:01:13 From Paul Fabbroni : Thank you very useful day!

16:01:25 From Katy Parnell : thanks all

16:01:25 From Helen Smith : really enjoyed the day. thankyou!

16:01:27 From Siobhan Mellor : Thank you to the Guild team for an excellent conference today.

16:01:33 From Natalie Noble : Thank you for bringing professionals together.

16:01:35 From Elizabeth Richardson to Hosts and panellists : Thank you.

- 16:01:54 From Amanda T. Abbot-Jones to Hosts and panellists : Thank you so much FOR INVITING ME REALLY FASCINATING CONFERENCE AND I GOT SO MUCH FROM THE PRESENTATIONS. SEE YOU SOON
- 16:02:09 From Anna-Christina Hambarsounian : Really great thank you!
- 16:02:13 From Nicola Thomas : Working with HE students it was great to have material related to adult learners
- 16:02:23 From Laura Blanco : Thank you very much
- 16:02:28 From Susan Coughlan : Good to see you Jan, as I have often spoken to you :)
- 16:02:44 From Asiya Kokab Aslam : Could I please have all the slides and the recordings as well.
- 16:02:51 From Rebecca Thomas : It would be great to have a link to the tool kit. Thank you.
- 16:03:23 From Lucy Hunt : Bye! Have a lovely evening everyone
- 16:05:01 From Barbara Cuerden : Thank you all - congratulations on a great conference!
- 16:05:13 From Sue Bernarde : Thank you great conference
- 16:05:19 From Susan Coughlan : A brilliant day I think you need to have Zoom workplace as opposed to regular Zoom
- 16:05:24 From Anna Smith : Thanks so much for all your comments
- 16:05:48 From Theresa Gillbard : Enjoy a very well deserved, relaxing, evening! Thank you for all your support over all these years. Tess x

**Thank you for all your support and helping us celebrate our 30 years!**