

Transcript of questions and answers (from the Chat function) at The Dyslexia Guild Conference Wednesday 2 July 2025



LITERACY SPECIALISTS • TEACHERS • ASSESSORS

The transcript has been edited to remove extraneous information. Please respect the privacy of authors and do not share this information with others.

09:55:08 From RG IT - Martin to Everyone:

Good morning everyone, if you would like technical support please contact us here or call 01273 358080

10:01:59 From Janice Beechey to Everyone:

Good Morning!

10:02:16 From Naomi Janssen to Everyone:

Hello!

10:02:16 From Joanne McDermott to Everyone:

Good morning, everyone

10:02:17 From Kathrin Treacy to Everyone:

Hello everyone, I'm Kathrin. I'm a DSA study skills specialist and mentor based in York. Looking forward to today.

10:02:18 From Amy Sims to Everyone:

Hi, I'm Amy Sims - I am an assessor and Regional SENDCO for OneSchool Global UK.

10:02:21 From Aleksandra Jelonek-Turk to Everyone:

Hello, I am a psychologist practicing from Bahrain and attending the conference from Poland :)

10:02:21 From Pantelis Beglis to Everyone:

Good morning

10:02:24 From Laura Scawn to Everyone:

Hi. I am a level 7 dyslexia assessor and tutor (and prior to that primary teacher of 19 years and SENCO)

10:02:25 From Tia Tudor Price to Everyone:

Morning, my name is Tia and I am an SpLD tutor and Autism Mentor at Roehampton University

10:02:29 From Ines Almeida to Everyone:

Morning Everyone :)

10:02:35 From Lesley Oyewole to Everyone:

Hello, Lesley Oyewole, recent SpLD teacher assessor graduate here from London.

10:02:38 From Susan Coughlan to Everyone:

Hi I am Susie Coughlan, Academic Skills tutor with specialism in ASC and SpLDs at the University of Winchester

10:02:40 From Sarah Coase to Everyone:
Morning, I'm English and Literacy lead at a specialist dyslexic school in Somerset.

10:02:40 From Asiya Kokab Aslam to Everyone:
Good Morning, Asiya from Dubai

10:02:50 From Debbie Harrison to Everyone:
Good Morning from Stafford. I'm NMH at Harper Adams University

10:02:57 From Amina Humayun Khan to Everyone:
Good morning! Here from Pakistan

10:02:58 From Elizabeth Chadwick to Everyone:
Good morning - I'm a specialist teach/assessor

10:03:01 From Ghinwa Hemadeh to Everyone:
Hello I am Ghinwa Hamadeh Head of learning and Diversity Department Wellspring Community from Beirut Lebanon

10:03:04 From Denise Sheffield to Everyone:
Morning from Whitstable.

10:03:04 From Niamh Delahunty to Everyone:
Hi there, I am a level 7 dyslexia assessor and tutor, a primary SENCO of 10 years

10:03:05 From Mary Claire Blankenhorn to Everyone:
Good Morning! Coming in from Germany where I am the Lower School SENCO for an International School

10:03:06 From Normayati Salleh to Everyone:
Hello Anna. Good morning and afternoon (in Singapore). I am Norma from Singapore.

10:03:06 From Alison Francis to Everyone:
Hi Janice. I'm Alison, I assess for Helen Arkell and trained with DA

10:03:07 From Suzanne Currell to Everyone:
Morning everyone! I work in FE

10:03:08 From Amanda Rayner to Everyone:
Hello. I'm Amanda. I work as a Learning Support Assistant in an independent secondary school in Southampton. I work with pupils with dyslexia. I'm really looking forward to the conference today. Thank you.

10:03:10 From Tanya Keers to Everyone:
Good Morning from Newcastle. Tanya Keers.

10:03:11 From Kathryn Pierce to Everyone:
Hello everyone. I'm Kath Pierce, I'm based up in the Scottish Highlands. I work with adults in FE and HE and private clients. I am a Study Skills Tutor and Strategist

10:03:12 From Anna-Christina Hambarsounian to Everyone:
Goodmorning, Im Christina Im a Special education and primary School teacher based in Hamburg , Germany

10:03:13 From Hayley Hunwicks to Everyone:
Morning all - Disability Adviser from Portsmouth University

10:03:18 From Michelle Furber to Everyone:
Hi, I'm Michelle. Specialist teacher and assessor from Brighton

10:03:18 From Neale Mullin to Everyone:
Morning Neale supporting SpLD for Army learners

10:03:18 From Marie Suzanne Kennedy to Everyone:
Morning all from cloudy High Wycombe!

10:03:23 From Susan Bickford to Everyone:

Good morning, SpLD Assessor based in Essex

10:03:24 From Anneliese Van Zandt to Everyone:
Hi everyone, I hope you're all well. I work across several UK universities as a specialist SpLD Mentor

10:03:25 From Naomi Janssen to Everyone:
I am joining from Germany, I am Pastoral Lead in German/English Bilingual School

10:03:26 From Judith Gammon to Everyone:
Good Morning, I'm Judith Gammon and a tutor - English, Maths and SpLD for the Army.

10:03:27 From Alan Hunt to Everyone:
Hello, I'm Alan and I work as a Study Skills tutor in Higher Education. I am based in North East Scotland

10:03:28 From Julietta Howell to Everyone:
Good morning, Julietta in Cardiff - St John's College - ALN Support teacher supporting literacy for pupils age 5 - 13 years.

10:03:30 From Nicholas Morgan-Baker to Everyone:
Morning Dyslexia Action Tutor

10:03:40 From Linda Hardwick to Everyone:
Hello, Linda Hardwick from Malvern, Worcestershire. Online Study Skills Support tutor to university students.

10:03:40 From Delyth Henderson to Everyone:
Hello, I'm Delyth, Disability Adviser from Uni of St Andrews, joining from Glasgow.

10:03:45 From Andi Palmer to Everyone:
Hi I am a SENDCo in London and also an educational consultant assessing for dyslexia and supporting parents and children with any other SEND both in school and writing EHCPs

10:03:52 From Sandra Hammoud to Hosts and panelists:
Good morning everyone. I am Sandra Hammoud Learning Diversity teacher in Wellspring Learning Community in Lebanon

10:03:52 From Hiba Rustom to Everyone:
Hello, I'm Hiba Rustom, a special educator from Lebanon working at Wellspring Learning Community.

10:03:53 From Kate Sutton to Everyone:
Hi, I'm Kate Sutton. I am from sunny Wigan in the UK! I am a lecturer in dyslexia and dyscalculia and also assess privately.

10:04:03 From Maisie Woodward to Everyone:
Good morning - I'm Maisie, dyslexia assessor working as a Specialist Provision Coordinator in a Birmingham school.

10:04:07 From Felicity Paris to Everyone:
Morning everyone, I'm Fliss from Manchester 😊, I'm a SpLD Study Skills tutor in HE currently studying my Level 7 in dyslexia assessment.

10:04:10 From Peter Lia to Everyone:
Good morning, my name is Peter Lia, I am a Specialist Working Support Tutor currently working at Imperial College London

10:04:13 From Suzanne Currell to Everyone:
Morning Anna and all. I'm Suzanne

10:04:18 From Alethea Broadway to Everyone:
Morning. I am a consultant SEND teacher working for Fusion in Sheffield (and surrounding areas :))

10:04:22 From Sian Newman to Everyone:
Morning all, I'm Sian Newman. I am a study support tutor at University of Kent and I also support

students via an agency.

10:04:31 From Rosalind Henshaw to Everyone:

Hi Anna, I am from Loughborough and am a dyslexia and dyscalculia assessor. I am a dyslexia helpline and also a member of the Yorkshire Rose Dyslexia association. I do consultations with schools and families to support with SpLD and neurodivergence issues affecting access to the curriculum

10:04:37 From Irene Andronicou to Everyone:

Hello from Cyprus!

10:04:40 From Mary Gallagher to Everyone:

Good morning. I am Mary, Specialist Teacher & Assessor in London.

10:04:47 From MARIA CARNEIRO LEAO to Everyone:

Hello, I am a SENCo in a British school in Cyprus.

10:04:49 From Sue Thain to Everyone:

Morning Sue from MOD

10:04:53 From Lucy Hunt to Everyone:

Hello I'm Lucy Hunt freelance SPLD specialist tutor in Lancashire

10:04:55 From Joy Simpson to Everyone:

Hi. Joy (dyslexia assessor) based in Shropshire.

10:05:04 From Helen Jones to Everyone:

Hello from Japan - I'm a learning support teacher at an international school.

10:05:16 From Ruth Obiageli Hart to Everyone:

Good morning all, I am Ruth Hart from Cardiff Wales, SEND Consultant @ FamilyPathway.

10:05:19 From Natalie Noble to Everyone:

Good morning from Hitchin Girls' School in Hertfordshire. I'm a specialist teacher in the role of Senior HLTA. We are currently taking part in a pilot project regarding morphology aiming to create a new national intervention for Secondary students.

10:05:28 From Nicholas Dook to Everyone:

Good Morning from Nick Dook at UC Bishop Burton

10:05:30 From Nicola Thomas to Everyone:

Hello - Nicola from Bath, supporting university students. Particularly interested in ADHD as this seems to be the predominant need with my students

10:05:51 From Pauline Sumner to Everyone:

Good morning from Pauline on holiday in Canada

10:05:57 From Natalia Shulman to Everyone:

Hello, Natalia Shulman from Trevor-Roberts School, London.

10:06:19 From Jane Norie to Everyone:

Good morning! I'm an SpLD Tutor at the University of Edinburgh.

10:06:31 From Sophia Butler to Everyone:

Hello from Sophia and Karen (and by extension Philippa)

10:06:39 From Caroline Hopkins to Everyone:

morning all Caroline from rainy Portsmouth

10:06:40 From k. regan to Everyone:

Hi, Keith SpLD 1:1 Study Support Tutor with various agencies working with various HEIs based in South UK

10:06:44 From Paul Barr to Everyone:

Hi everyone, I'm Paul from Manchester, and I'm a Study Skills Support Tutor.

10:06:47 From Andrea Bennett to Everyone:

Good morning from Andrea, Study Skills Support Tutor based in Milton Keynes

10:06:50 From Julie Ross to Everyone:

Hello, I'm Julie, a lecturer in dyslexia and an SpLD tutor at the University of Edinburgh. I'm looking forward to all the talks today.

10:06:53 From Angela Rees to Everyone:

Good morning. I am Angela, an SPLD STUDY SKILLS tutor and also work at Sheffield Hallam University.

10:07:14 From Caroline Dearing to Everyone:

Morning, I am a specialist teacher in an Independent school in Suffolk, having gained my Level 5 SpLD Diploma. An increasing number of SEND pupils coming to us - despite the VAT increase non fees ...indicative of the dearth of SEND provision in the County. Lots of ADHD & Dyslexic pupils

10:07:25 From Janet Thomas to Everyone:

Hi I'm Janet Thomas, from Surrey, an independent specialist teacher and assessor.

10:08:33 From Anna Smith to RG IT - Martin(direct message):

Thank you all for your wonderful intros. It is amazing to see where you are all from!

10:08:54 From Anna Smith to Everyone:

Thank you all for your wonderful intros. It is amazing to see where you are all from!

10:08:57 From Maxine Craig to Everyone:

Good morning everyone, Maxine SpLD/ Dyslexia tutor in the Midlands region.

10:09:14 From Tina Evans to Everyone:

Morning everyone, I'm Tina, a Dyslexia Action tutor, L5 SpLD specialist practitioner and also teach in schools and prisons across North East UK.

Presentation - Assessing Language in Adults - Dr Jose Javier Aguado Orea

10:09:19 From Anna Smith to Everyone:

Please note that these talks are being recorded for you

10:10:31 From Sue Fisher to Everyone:

Good Morning - I'm Sue Fisher (SEND Lead Practitioner, Specialist Teacher, Exam Access Arrangements Coordinator and APC Assessor) from the Yorkshire Coast.

10:11:53 From Joan Alexander to Everyone:

Hi here at last Joan from Kent

10:12:00 From Joanne McDermott to Everyone:

Will the presentation slides be shared following the conference, please?

10:12:03 From Anna Smith to Everyone:

Well done Joan!

10:12:18 From Anna Smith to Everyone:

Yes they will be shared

10:12:38 From Joanne McDermott to Everyone:

Thank you! Would like to disseminate key information at work

10:22:38 From Lesley Oyewole to Everyone:

It's muffled

10:22:39 From Hiba Rustom to Everyone:

The sound is not clear

10:22:46 From Sarah Coase to Everyone:

Can everyone hear this?

10:23:23 From Delyth Henderson to Everyone:

Yes ! thanks

10:23:28 From Susan Coughlan to Everyone:

I can't decipher it

10:23:28 From Amanda Rayner to Everyone:

Still very muffled

10:23:30 From Andi Palmer to Everyone:

No still can't really hear it

10:23:33 From Rachel Hindle to Everyone:

it's better

10:23:43 From Nicola Thomas to Everyone:

no very muffled

10:23:49 From Kathryn Pierce to Everyone:

It's because your computer is hearing it through your mic as it's not possible to have 2 audio channels open simultaneously so we will always hear it second hand this way

10:23:57 From Joan Alexander to Everyone:

no not loud enough

10:23:58 From Esther Shire to Everyone:

Very muffled and unclear

10:24:08 From Alan Hunt to Everyone:

Still difficult to hear. A transcript would be helpful, if available.

10:24:12 From Linda Hardwick to Everyone:

It isn't clear, sadly.

10:24:20 From Charlotte Ennis to Everyone:

Could you paraphrase what she said at all?

10:24:24 From Nicola Thomas to Everyone:

do you have a script of it that you can just read

10:24:30 From Suzanne Currell to Everyone:

Tough to hear especially with a hearing impairment

10:24:31 From Laura Scawn to Everyone:

If you close your eyes it's clearer - if you watch it's harder as it's out of sync with lip movements

10:24:32 From Ghinwa Hemadeh to Everyone:

Sound is very unclear

10:24:42 From Natalie Noble to Everyone:

I increased my sound levels as well and it was better.

10:24:56 From Jo Machin Campbell to Everyone:

still cant hear

10:25:23 From Amanda Rayner to Everyone:

I turned my sound up to maximum but still struggling to hear

10:25:25 From Joanne McDermott to Everyone:

I can hear the speaker but not the slides

10:26:03 From Joanne McDermott to Everyone:

We can listen to them afterwards when they share the slides?

10:42:31 From Suzanne Currell to Everyone:

Interesting. I did a research study on academic self concept attachment and self esteem and academic achievement in adolescence and found that the best predictor of academic achievement was how they perceived themselves in child hood eg childhood academic self concept

10:43:55 From Tina Evans to Everyone:

Yes, so important with a focus on metacognition in the classroom and supporting our children to see themselves as learners, even if their literacy is weak

10:47:59 From Suzanne Currell to Everyone:
Yes thank you

10:48:02 From Caiwen Yong to Everyone:
Thank you!

10:48:02 From Susan Coughlan to Everyone:
Really interesting, thank you

10:48:12 From Ines Almeida to Everyone:
Thank you!

10:48:29 From Lesley Oyewole to Everyone:
Thank you

10:48:29 From Alan Hunt to Everyone:
Very informative. Thank you.

10:48:39 From Helen Jones to Everyone:
Thank you - very interesting information

10:48:43 From Jessica Milligan to Hosts and panelists:
As the tool was based on a sample of L1 English speakers, is it possible to complete the scale with adults who have English as an additional language? If not, do you think there will be an opportunity for this in the future?

10:49:03 From Anneliese Van Zandt to Everyone:
Really engaging - I'm motivated to do some additional reading on this! Thank you

10:49:30 From Rachel Hindle to Everyone:
Will the ALASS be made available once you have published your findings?

10:49:36 From Esther Shire to Everyone:
Thank you!

10:49:55 From Rebecca Thomas to Everyone:
Thank you

10:49:55 From Asiya Kokab Aslam to Everyone:
Thank you

10:50:22 From Kathryn Pierce to Everyone:
Thank you

10:50:26 From Natalia Shulman to Everyone:
Thank you - a very interesting talk!

10:50:35 From Sarah Coase to Everyone:
Thank you!

10:50:47 From Charlotte Ennis to Everyone:
This was so interesting. Thank you

10:50:55 From Joanne McDermott to Everyone:
That was very interesting, thank you

10:51:16 From Rebecca Thomas to Everyone:
Is anyone else experiencing periodical flashing on their screen?

10:51:20 From Aleksandra Jelonek-Turk to Everyone:
How relevant and applicable would ALASS be in bilingual students with first language other than English?

10:51:25 From Judith Gammon to Everyone:
Do you think that individuals who are not operating at undergraduate/post graduate level will be able

to use this without support?

10:51:49 From Paul Barr to Everyone:

Thank you for a very interesting talk.

10:52:59 From Aleksandra Jelonek-Turk to Everyone:

I work mostly with bilingual students and most of the tools are loosely applicable so making diagnostic decisions very hard

10:53:05 From Felicity Paris to Everyone:

In future, would you see tutors who work with adult learners using the ALASS tool? How might we be able to use the information it gives us?

10:53:27 From Felicity Paris to Everyone:

*in terms of supporting those students?

10:53:36 From Suzanne Currell to Everyone:

Bilinguals and multilingual children understand that language is arbitrary and they have a metalinguistic understanding of language

10:54:05 From Suzanne Currell to Everyone:

So perhaps an assessment that incorporates meta linguistics

10:54:05 From Louise Nicholson to Hosts and panelists:

what recommendations are support could we suggest for adults who we think display DLD characteristics? i

10:54:29 From Suzanne Currell to Everyone:

Yes

10:54:56 From Suzanne Currell to Everyone:

I can email it. Let me know who to email

10:55:18 From Ghinwa Hemadeh to Everyone:

how does it affect emotional intelligence

10:55:22 From Lucy Hunt to Everyone:

Oracy is a huge topic in primary education.

10:55:22 From Susan Coughlan to Everyone:

I'd definitely like the link to that study of yours please

10:55:24 From Julie Ross to Everyone:

Suzanne - please post a link, I would like to read this too

10:55:52 From Delyth Henderson to Everyone:

With EAL students - they generally learn English grammar very well, so could perform well on the grammatical subtest could this mask their language difficulties ?

10:55:57 From Rosalind Henshaw to Everyone:

Hi Suzanne,

10:56:40 From Rosalind Henshaw to Everyone:

Hi Suzanne, I would be very interested in your research. My email is roshenshaw@hotmail.com

Thank you

10:57:02 From Mary Claire Blankenhorn to Everyone:

can you briefly review what 3 components from the tromso social scale were used

10:57:10 From Charlotte Ennis to Everyone:

Would correlation to other specific difficulties also be correlated at some point? That would be interesting

10:57:55 From Suzanne Currell to Everyone:

It links to group self esteem

10:58:18 From Kathrin Treacy to Everyone:

thanks

10:58:19 From Mary Claire Blankenhorn to Everyone:
Thank you!

10:58:33 From Kathryn Pierce to Everyone:
Thanks Javier

10:58:35 From Suzanne Currell to Everyone:
Thank you

10:58:40 From Jane Norie to Everyone:
Thank you - very interesting!

10:58:40 From Theresa Gillbard to Everyone:
Thank you very much!

10:58:42 From Judith Gammon to Everyone:
Thank you

10:58:43 From Jack Griffiths to Everyone:
thank you

10:58:44 From Rosalind Henshaw to Everyone:
THank you. Very inspiring

10:58:45 From Joy Simpson to Everyone:
Thank you - very interesting.

10:58:46 From Susan Coughlan to Everyone:
Really useful and interesting

10:58:50 From Niamh Delahunty to Everyone:
Thank you

10:58:53 From Pantelis Beglis to Everyone:
Thank you

10:58:57 From Maxine Craig to Everyone:
Thank you

10:58:57 From Lesley Oyewole to Everyone:
Very interesting. Thank you!

10:59:00 From Felicity Paris to Everyone:
Thank you Javier - very interesting!

10:59:09 From Dr Jose Javier Aguado Orea to Hosts and panelists:
j.aguado-orea@shu.ac.uk

10:59:12 From Richard Nelson to Everyone:
many thanks

10:59:18 From Marie Suzanne Kennedy to Everyone:
Fascinating!

10:59:21 From Freda Harvey to Everyone:
Thank you-fascinating!

11:07:28 From Janice Beechey to Everyone:
We are just taking a short break and will start again at 11.15

11:08:11 From Susan Coughlan to Everyone:
ok

11:13:44 From Janice Beechey to Everyone:
We will be starting at 11.20am to give everyone a chance for a comfort break.

11:15:18 From Anna Smith to Everyone:
Thanks Jan

Exhibitor - An overview of Funded Apprenticeships: Educational and Sporting Futures - Amanda Woolf

- 11:28:46 From Maxine Craig to Everyone:
Is this open to TAs in Wales?
- 11:29:23 From Julie Ross to Everyone:
Or Scotland?
- 11:29:35 From Felicity Paris to Everyone:
Does this cover FE colleges or sixth form colleges?
- 11:30:02 From Caiwen Yong to Everyone:
What is the OTJ for this?
- 11:31:30 From Sarah Coase to Everyone:
Is this available for independent schools?
- 11:34:14 From Susan Coughlan to Everyone:
Thanks
- 11:34:36 From Joanne McDermott to Everyone:
Thank you, that was very interesting
- 11:35:04 From Laura Scawn to Everyone:
Is there an email address to contact Real Group on about the level 5 specialist TA apprenticeship to discuss?
- 11:35:43 From Kathryn Pierce to Everyone:
Yes please Colin!
- 11:35:47 From Amanda Woolf to Hosts and panelists:
Please contact us at info@realgroup.co.uk
- 11:36:00 From Susan Coughlan to Everyone:
Yes please to the slides
- 11:36:02 From Joanne McDermott to Everyone:
Yes please for me too!
- 11:36:20 From Samantha Dobson-Brear to Everyone:
Yes please to the slides!
- 11:36:21 From Amina Humayun Khan to Everyone:
Can we have that email ID in our chat here please, thank you!
- 11:36:32 From Christine Watt to Everyone:
Me too., I'd like the slides please.
- 11:36:39 From Janice Beechey to Everyone:
Slides and recordings for all speakers will be made available to you
- 11:36:48 From Amy Sims to Everyone:
Thanks Janice
- 11:36:54 From Asiya Kokab Aslam to Everyone:
Can I have the slides please?
- 11:36:57 From Asiya Kokab Aslam to Everyone:
Thank you
- 11:36:59 From Christine Watt to Everyone:
That's great. Thanks, Janice.

Presentation - Understanding and Supporting Dyslexia and ADHD - Colin Foley

11:38:03 From Joanne Elliott to Everyone:

giving time for catching up and suggesting different strategies to help

11:38:05 From Kathryn Pierce to Everyone:

I wish I'd had you as a teacher when I was a kid Colin. I work with students and professionals with ADHD and I have ADHD myself, so you are music to my ears

11:40:13 From Joy Simpson to Everyone:

Music to my ears!

11:40:28 From Susan Coughlan to Everyone:

I agree

11:40:29 From Hayley Hunwicks to Everyone:

Thanks for the great intro. I work with students who have dyslexia and ADHD at university - Have dyslexia myself and certainly struggle with online training , you are talking my language already !

11:41:59 From Theresa Gillbard to Everyone:

This is MY Son, now 47yrs and no one would listen to me, in the 1990s!!! He now has complex mental health difficulties with me as his main carer...

11:42:28 From Linda Hardwick to Everyone:

TG that is very sad.

11:42:59 From Paris Kasparides to Everyone:

While we're talking about interventions, I was curious...have you found that programmes like RWI are suitable for children with learning difficulties, including ADHD?

11:43:07 From Kathryn Pierce to Everyone:

I have AuDHD and so do many of the students I support. There is also a very high prevalence of autistic and ADHD students and professionals who are also LGBTQ+, so lots of marginalised intersections.

11:43:37 From Aleksandra Jelonek-Turk to Everyone:

I work in diagnosis and assessment for various conditions. I found in the past couple of years that giving actual diagnosis is super difficult due to the complex profiles (which you Colin are talking about) but also due to students spending a huge amount of time on screens. It is very difficult to decide whether it is the negative impact of screen time on very young kids (reading, attention regulation, behavioral issues etc) or actual disorders as were diagnosed in the past.

11:44:11 From Lesley Oyewole to Everyone:

What is Situational Intelligence?

11:44:44 From Amy Sims to Everyone:

Also the writing stamina, when they use laptops in school for a lot of working. Massive advantages to this - but there are certain negatives as well

11:47:08 From Lesley Oyewole to Everyone:

An interest and engagement ?? Profile.... What word did I miss please?

11:47:16 From Amina Humayun Khan to Everyone:

Very interesting & welcome findings, Colin, thank you! I'm a Literacy & Dyslexia specialist and am curious whether continuous and "over-use" of screen-based learning activities may place additional pressure on learners as opposed to engaging, interactive and multisensory tasks.

11:48:01 From Theresa Gillbard to Everyone:

Hear Hear, Amina!

11:48:02 From Joan Alexander to Everyone:

One of my students has written their dissertation on ADHD. is expected to get a 1st. Their work

might also be published and I am so happy for them. They also have ADHD and dyslexia.

11:48:15 From Felicity Paris to Everyone:

@lesley Oyewole - he said 'an interest or engagement-driven profile'. Hope that helps

11:48:22 From Amy Sims to Everyone:

Amazing Joan

11:48:23 From Anna Smith to Everyone:

That is amazing Joan. Well done to them

11:49:09 From Lesley Oyewole to Everyone:

@felicity Paris thank you!

11:49:28 From Julie Ross to Everyone:

This so good, it's about understanding the individual and the impact of their neurodivergence on them and not the stereotyping of label(s) and preconceived ideas about their learning

11:49:53 From Susan Coughlan to Everyone:

Procrastination - very commonly seen

11:50:01 From Alan Hunt to Everyone:

I see this frequently! Getting started is a real challenge.

11:50:18 From Christine Watt to Everyone:

I agree, and the idea of comorbidity, helps understanding that Dyslexia doesn't come alone.

11:51:01 From Julie Ross to Everyone:

Sorry, learning - on the treadmill whilst listening!

11:51:11 From Linda Hardwick to Everyone:

"I know what I want to say but don't know how to write it" is a common problem with Study Skills Support students.

11:51:41 From Sian Newman to Everyone:

I have found that university students who have ADHD are highly capable but have difficulty with self-regulation in terms of focus and procrastination. They do respond very well to support with identifying order of work (as Colin has just mentioned), e.g. To Do lists, with work broken down into quick gains to provide motivation and tangible progress.

11:51:42 From Julie Ross to Everyone:

Linda, I hear that so many times!

11:52:16 From Lisa Baker to Everyone:

It absolutely is. As well as I don't know how to get started!

11:53:17 From Linda Hardwick to Everyone:

Yes, I have this too, Sian. I break it down and prioritise tasks, and arrange for them to check in with me regularly.

11:54:10 From Richard Nelson to Everyone:

regular formative assessment - so important for neuro diverse students

11:54:28 From Susan Coughlan to Everyone:

Yes and tutor support

11:54:37 From Sian Newman to Everyone:

They like to have targets that they believe they can meet before their next support appointment. Gives them motivation to complete work on time.

11:55:02 From Janet Thomas to Everyone:

How do you rate Brown's EF and attention rating scales which take the form of questionnaires delivered via email and separates the different challenges?

11:55:20 From Linda Hardwick to Everyone:

Colin, this is a huge problem with students, who think they have acres of time, but don't know how to

organise it. I help them to break it down into manageable chunks, and monitor their progress. If something isn't finished to our deadline, I don't make it a big deal, but I give them a new deadline to work to. No 4 also rings true!

11:55:26 From Joy Simpson to Everyone:

Might be a bit controversial but I sometimes recommend an earlier 1st submission date where the student can sit with a tutor/mentor for advice about what they might need to do to complete an assignment with greater success.....

11:55:45 From Kathryn Pierce to Everyone:

And making sure support is bespoke to the individual - I work 1:1 with my students and clients and always work according to their strengths and preferences and build from there. ND people are fed up of being seen through a deficit lens. Connect with a person and their natural abilities and unlock the solutions from there.

11:56:00 From Linda Hardwick to Everyone:

Joy, students can often access a support tutorial once they have done some of the work.

11:56:56 From Linda Hardwick to Everyone:

Absolutely, Kathryn.

11:57:11 From Maisie Woodward to Everyone:

My own executive functioning difficulties became a lot more obvious when I was studying for my masters alongside full time work - I found the book Smart But Scattered Guide to Success very helpful! I have a physical copy but also borrowed the audio version from the library.

11:57:40 From Joy Simpson to Everyone:

But sometimes they cannot have what might be regarded as "help" prior to final submission or - if they do - they can only get a pass rather than a higher grade even if they've done a stunning piece of work.

11:58:23 From Theresa Gillbard to Everyone:

Ooops! My memory has been overloaded for years! My earlier comment should have read 1980s (not 1990s) - it's been a long time...

11:59:43 From Janet Thomas to Everyone:

I agree Maisie Woodward - Smart but scattered is a great book

12:01:02 From Lucy Hunt to Everyone:



12:01:07 From Linda Hardwick to Everyone:

Oh, that's a shame, it is not my experience.

12:02:40 From Kathryn Pierce to Everyone:

Haha no

12:02:47 From Rosalind Henshaw to Everyone:

no

12:02:48 From Linda Hardwick to Everyone:

Not me!

12:02:48 From Susan Coughlan to Everyone:

I can !

12:03:10 From Lesley Oyewole to Everyone:

I say, "less of me, more of you"

12:03:15 From Lesley Oyewole to Everyone:

Reminds me to be quiet

12:03:35 From Anna Smith to Everyone:

I like that Lesley!

12:03:37 From Susan Coughlan to Everyone:

I am always reminding myself to talk less

12:03:42 From Linda Hardwick to Everyone:
"To teach" means "to show"

12:03:54 From Felicity Paris to Everyone:
Me too @susan Coughlan!!

12:05:36 From Liz Matcham to Everyone:
I hear and I forget, I see and I remember, I do and I understand?

12:07:12 From Amina Humayun Khan to Everyone:
Brilliant tips and observations, thank you! This is so relevant for mainstream teachers who have to handle many more children and a gentle reminder to use these techniques can totally change the classroom learning opportunity for dyslexia/ ADD students such as mine. Going to share with my International School (Islamabad, Pakistan) :) Amina Humayun Khan

12:09:01 From Lucy Hunt to Everyone:
Exactly my experience of students fantastic presentation

12:09:21 From Susan Coughlan to Everyone:
I agree


12:09:23 From Felicity Paris to Everyone:
This year, I've encouraged some of my 1-1 HE students to explore whether using a standing desk might be helpful - they can talk to their DSA Needs Assessor about a desk that can be raised & lowered. One of my students got one and found it extremely helpful

12:09:31 From Susan Bickford to Everyone:
I agree too! Excellent

12:11:14 From Sian Newman to Everyone:
Colin has just explained why some of my university students need to verbally 'unload' before we commence their support sessions. I've noticed they use the gym a lot too, or do a lot of running.

12:11:30 From Anna Smith to Everyone:
Yes this is very common Sian...

12:11:38 From Anna Smith to Everyone:
I have seen it a lot

12:11:41 From Linda Hardwick to Everyone:
 It is a shame that people don't realise that Dyslexia/ADHD etc are not 'disabilities' as such, but are different ways of approaching and processing information.

12:11:41 From Liz Matcham to Everyone:
The desk idea is a good one

12:11:57 From Maisie Woodward to Everyone:
A few of my dyslexic + ADHD students find that they like using speech to text because they're not tethered to the keyboard/paper and can stand while producing their work

12:12:13 From Lesley Oyewole to Everyone:
Yes I have that @Sian. I have one learner come in 10 mins early to give room for the pre-session talk

12:12:40 From Kathryn Pierce to Everyone:
This programme is brilliant - Colin appears in it - <https://www.bbc.co.uk/programmes/m002c6bb>

12:13:17 From Anna Smith to Everyone:
Spencer Kagan

12:13:44 From Theresa Gillbard to Everyone:
The classic comment re my son, by his head teacher: 'J forgets to think sometimes'...but his mind was always over active...

12:13:59 From Helen Jones to Everyone:
I definitely recommend Kagan strategies in the classroom!

12:14:14 From Hayley Hunwicks to Everyone:
This has been so good - thank you !!

12:14:39 From Natalie Noble to Everyone:
Could I have your slides, please. Very, very good!

12:14:41 From Susan Coughlan to Everyone:
A really brilliant presentation & interactive comments too

12:14:52 From Kathryn Pierce to Everyone:
Superstar Colin

12:14:55 From Anneliese Van Zandt to Everyone:
I've been hanging off your every word - thank you!

12:15:01 From Kathrin Treacy to Everyone:
I'm dyslexic and have known about my dyslexia for 20 years. However, I am now waiting for an ADHD assessment. This talk has really resonated with me and for the students that I support. Thanks for the new perspectives.

12:15:04 From Maisie Woodward to Everyone:
Really helpful and engaging Colin, thank you!

12:15:07 From Rebecca Thomas to Everyone:
Really inspirational- thank you

12:15:17 From Peter Lia to Everyone:
So many ideas, and very well presented, thank you

12:15:18 From Theresa Gillbard to Everyone:
SUPERB!! Thank you, SO very much, Colin

12:15:24 From Kathrin Treacy to Everyone:
An amazing and very useful session. thanks

12:15:34 From Aleksandra Jelonek-Turk to Everyone:
The books look like great resources for parents and students

12:15:35 From Lisa Baker to Everyone:
So many pertinent points .. brilliant

12:15:37 From Elizabeth Chadwick to Everyone:
Thank you so much!

12:15:38 From Laura Blanco to Everyone:
thank you very much

12:15:40 From Nathalie Senat van Dijk to Everyone:
Inspirational as always Colin!! A huge thank you! I definitely recommend going on the ADHD Foundation website

12:15:41 From Richard Nelson to Everyone:
yes - would like the slides please - thanks for sharing

12:15:43 From Joanne McDermott to Everyone:
So interesting and helpful - thanks so much for interrupting your holiday and sharing all your expertise

12:15:43 From Joy Simpson to Everyone:
I LOVE Dekko -

12:15:49 From Susan Bickford to Everyone:
brilliant session. Thank you

12:15:55 From Joanne McDermott to Everyone:

We use the umbrella gang

12:16:08 From Janice Beechey to Everyone:
I love Dekko to Joy!

12:16:09 From Beverley Crowley to Everyone:
fantastic

12:16:11 From MARIA CARNEIRO LEAO to Everyone:
Thank you, this has been great!

12:16:16 From Sian Newman to Everyone:
A really inspiring presentation

12:16:16 From Pantelis Beglis to Everyone:
Thank you so much! Really interesting!!!!!!

12:16:16 From Julie Clamp to Everyone:
Do you have any specific advice for ADHD students around exams when they seem to prefer and excel in coursework but struggle with exam situations?

12:16:19 From Amy Sims to Everyone:
Thank you so much - fantastic presentation

12:16:26 From Judith Gammon to Everyone:
Thank you so much for this presentation. Really inspiring and useful.

12:16:26 From Susan Coughlan to Everyone:
Thank you so much :)

12:16:26 From Joanne Elliott to Everyone:
Thank you!

12:16:30 From Sue Thain to Hosts and panelists:
Fab chat

12:16:30 From Lisa Baker to Everyone:
Now Enjoy Malta! Beautiful

12:16:32 From Maxine Craig to Everyone:
Thank you

12:16:33 From Aleksandra Jelonek-Turk to Everyone:
thank you

12:16:36 From Helen El-Hoss to Everyone:
Fabulous presentation, thank you so much

12:16:36 From Caiwen Yong to Everyone:
Yes, very interesting and useful; thank you!

12:16:37 From Lesley Oyewole to Everyone:
I wish it were longer. So amazing Colin Thank you

12:16:39 From Paul Barr to Everyone:
Really enjoyed the talk. Very engaging and, crucially, extremely practical. Many thanks, I got so much from this!

12:16:39 From Sandra Hammoud to Hosts and panelists:
Thank you so much

12:16:40 From Rosalind Henshaw to Everyone:
Amazing thank you Colin.

12:16:40 From Linda Hardwick to Everyone:
Brilliant, thank you so much Colin.

12:16:42 From Naomi Janssen to Everyone:
Fantastic. Thank you!

12:16:42 From Jack Griffiths to Everyone:
thank you

12:16:43 From Caroline Dearing to Everyone:
Thank you so much Colin. This was superb.

12:16:44 From Natalia Shulman to Everyone:
Thank you so much, Colin! This was an extremely useful, engaging and informative talk.

12:16:45 From Helen Jones to Everyone:
Thank you so much! A wonderful and informative presentation!

12:16:45 From Julietta Howell to Everyone:
Thank you - so helpful

12:16:47 From Neale Mullin to Everyone:
Brilliant.

12:16:50 From Lisa Rickard to Everyone:
Brilliant session!

12:16:53 From Charlotte Ennis to Everyone:
This was AMAZING! Thank you so much

12:16:53 From Rachel Hindle to Everyone:
Thanks! Great summary :)

12:16:54 From Alan Hunt to Everyone:
Thank you Colin. That was excellent!

12:16:55 From Essex Close-Smith to Everyone:
Brilliant, thank you!

12:16:56 From Emma Millar to Hosts and panelists:
Thanks so much Colin, really interesting

12:16:57 From Nicholas Dook to Everyone:
thank you

12:16:59 From Joy Simpson to Everyone:
Thanks Colin. I really enjoyed this - validated many of my own views and indeed what I write in my reports!

12:17:04 From Mary Gallagher to Everyone:
Amazing session, thanks ever so much

12:17:05 From Felicity Paris to Everyone:
I adored your positivity & fantastic tips and info - thanks Colin!

12:17:15 From Irene Andronicou to Everyone:
Thank you! Very helpful

12:17:19 From Julie Ross to Everyone:
Thank you, these things really do work!

12:17:34 From Joan Alexander to Everyone:
Thank you so much. I hope you will come back and speak again. very interesting.

12:17:40 From Preena Lee to Everyone:
That was fantastic - thank you very much. I will be putting your weblink as a recommendation in my reports.

12:18:24 From Tanya Keers to Everyone:
Got a great deal out of that- Thank you Colin- you kept my attention the whole time!

12:18:35 From Marie Suzanne Kennedy to Everyone:
Excellent! The advice for teaching methods will help ALL students, too.

12:18:38 From Amina Humayun Khan to Everyone:

Hello Colin!

12:18:44 From Josephine Maguire to Everyone:

Thank you so much. Excellent CPD session that is highly informative and easy to relate well to teaching sessions. Perfect!

12:18:44 From Helen El-Hoss to Everyone:

Do structured routines help students with ADHD or is novelty better? Or a combination?

12:18:53 From Rosalind Henshaw to Everyone:

While so many of your ideas are essential in our recommendations sections of our reports. But more work needed getting some schools on board

12:19:04 From Caiwen Yong to Everyone:

Also a question about Exam: my ADHD learners are grateful to have rest breaks and even prompters. But they have 'lost interest/ engagement' partway through the paper so can continue with the exam but miss all the written details. Anyway exam access arrangements recommendations for this?

12:19:16 From Janice Beechey to Everyone:

on screen reading has also been explored by Marianne Woolf in her book "Reader Come Home"

12:20:10 From Ghinwa Hemadeh to Everyone:

but a lot of our students are becoming addicted to screen use too

12:20:37 From k. regan to Everyone:

Thank you for the practical tips - so often there's plenty of academic 'gumpf' but without any practical advice on how to work with individuals with certain conditions. You have offered sound practical advice.

Thanks Colin

12:20:57 From Nicola Thomas to Everyone:

can mindfulness be a useful tool- with the constant use of mobiles etc, students never get a time to 'rest' their brains

12:20:58 From Charlotte Ennis to Everyone:

What do you suggest in order to work with schools and encourage them gently towards more ADHD friendly learning environments. I work externally but it does worry me sometimes about the difficulties my students face in their learning environment. I don't know what the solution is to help them.

12:21:04 From Amina Humayun Khan to Everyone:

Reassuring, Colin. Thank you. I'm all for Assistive tech for tools. Not replacement. I'm a big fan of Nessy / WordShark but I have to be present for it to work!

12:22:09 From Hiba Rustom to Everyone:

How can educators shift from a deficit-based view to a strengths-based approach when supporting neurodiverse learners?

12:22:25 From Janet Thomas to Everyone:

They also have questionnaires for the child and the teacher

12:22:52 From Nathalie Senat van Dijk to Everyone:

Isn't it similar to the Connors Rating Scale?

12:23:10 From MARIA CARNEIRO LEAO to Everyone:

there was a question about exams vs coursework...

12:23:22 From Julie Ross to Everyone:

Bullet journaling or similar, on paper to externalise ideas, or leaves notes on passing thoughts in writing, drawing or diagrams - stopping typing on the screen to take time for other thoughts or deeper conceptual thinking can be very helpful

12:23:30 From Janet Thomas to Everyone:

Thomas Brown developed the AD(H)D Scales and the Executive Function and Attention is an updated version of

12:23:38 From Lesley Oyewole to Everyone:

Is it advisable to try to reduce the need to move or to embrace it e.g. sit them on an exercise ball so they can bounce instead of a chair?

12:23:51 From Jane Norie to Everyone:

Thank you so much, Colin. Great talk.

12:25:09 From Paul Barr to Everyone:

What you said about the time between initially setting an assessment and the submission date (16 weeks in the example you gave), really resonated with me, Colin. This links with my own setting (HE) where institutions seem to think that simply approving extensions, without monitoring or checking-in to ascertain the student's ongoing process, is enough.

12:25:11 From Julie Ross to Everyone:

I'm at my standing desk on my under desk treadmill, we need these in library quiet booths in HE.

12:25:14 From Aleksandra Jelonek-Turk to Everyone:

I had a diagnostic observation in a classroom and a student who was provided with the under the desk movement device and it was hugely distracting for the student so probably there is no answer that is good for all

12:25:54 From Joy Simpson to Everyone:

Many years ago when I was a tutor on the OCR SpLD one of my students took her class outside before and part way through their SATs to hurtle around the playground and take on water - guess what happened to their results.....

12:26:26 From Susan Coughlan to Everyone:

I imagine the results were better!

12:26:31 From Paul Barr to Everyone:

Apologies, slight typo with my observation, should be progress, not process: What you said about the time between initially setting an assessment and the submission date (16 weeks in the example you gave), really resonated with me, Colin. This links with my own setting (HE) where institutions seem to think that simply approving extensions, without monitoring or checking-in to ascertain the student's ongoing progress, is enough.

12:26:56 From Felicity Paris to Everyone:

@Julie Ross - this is exactly what my adult ADHD HE student was using when she was at her standing desk too! She was getting her step count up too

12:27:05 From Susan Coughlan to Everyone:

Extensions, in isolation do not generally work

12:27:15 From Maisie Woodward to Everyone:

Just looked up the booklets on the ADHD Foundation website and have been able to download most of them (they look brilliant!) but the link to download the 'refocusing on adhd in education' booklet seems to be missing from the web page?

12:27:54 From Kathryn Pierce to Everyone:

Reposting this just in case it's got lost: <https://www.bbc.co.uk/programmes/m002c6bb>

12:28:09 From Julie Clamp to Everyone:

Thank you, one student took an alarm to set timers for each question which worked really well for him (in his own room)

12:28:43 From Joy Simpson to Everyone:

embrace!

12:29:55 From Felicity Paris to Everyone:

@Julie Clamp - that's a fantastic idea that I'm going to pass on to my current HE student in his August exams. He has a separate room so this would be possible, I think. Thanks!

12:30:14 From Sophia Butler to Everyone:

Which bits of information about ADHD are we meant to include in the new Delphi-style reports?

There are limitations now aren't there?

12:30:29 From Susan Coughlan to Everyone:

You can also use sand-timers - more visual of course

12:30:35 From Lucy Hunt to Everyone:

Yes I send them out to the trampoline or 5 mins swingball

12:30:39 From Lesley Oyewole to Everyone:

That's great

12:30:45 From Lesley Oyewole to Everyone:

Thank you Colin

12:30:54 From Theresa Gillbard to Everyone:

I made a sponge cube with written activities, to encourage reading and action

12:30:56 From Susan Coughlan to Everyone:

Enjoy the pool

12:30:57 From Janet Thomas to Everyone:

Thanks for a great session

12:30:58 From Felicity Paris to Everyone:

Thanks Colin - fantastic!

12:30:59 From Judith Gammon to Everyone:

Brilliant. Thank you

12:31:06 From Julie Ross to Everyone:

Thank you Colin, enjoy your swim!

12:31:09 From Rosalind Henshaw to Everyone:

This has been an amazing presentation. Thank you

12:31:11 From Andy Harriss to Everyone:

Thanks

12:31:41 From Ruth Hughes to Everyone:

Fantastic session. Thank you

12:31:42 From Rebecca Thomas to Everyone:

Wonderfully engaging and helpful session. Enjoy Malta!

12:31:47 From Joanne McDermott to Everyone:

That was so incredibly useful - thanks so much

12:31:51 From Maisie Woodward to Everyone:

Digital visual timers like the Time Timer can be great too, you can make the alarm a vibration/silent one

Dyslexia Action Shop 30th Anniversary and What's New - Monica Vashisht

12:32:09 From Caiwen Yong to Everyone:

At lunch, are we able to leave and rejoin using the same link?

12:32:10 From Susan Coughlan to Everyone:

Those sound great

12:32:15 From Theresa Gillbard to Everyone:

Sorry, I have to leave ...

12:32:38 From Janice Beechey to Everyone:

Yes you should be able to rejoin after lunch with the same link.

12:32:48 From Anna Smith to Everyone:

Yes I think you can use your link caiwen

12:32:59 From Caiwen Yong to Everyone:

Great, thanks!

12:38:04 From Sophia Butler to Everyone:

You can have a larger group than 10 if you have an LSA / TA / some extra adult help for TORE.

12:38:38 From Rosalind Henshaw to Everyone:

Within the new report format, can you explain where TORE would help?

12:39:06 From Felicity Paris to Everyone:

Does anyone know whether the TORE is standardised on a UK population?

12:39:47 From Anna Smith to Everyone:

Yes Felicity is it standardised on UK population including many areas of the UK

12:40:07 From Sophia Butler to Everyone:

You will see that in the new SASC guidelines there is a section for Retrieval Fluency. The tests which the STEC committee have reviewed and consider robust enough for diagnostic report include TORE.

12:40:24 From Felicity Paris to Everyone:

That's great, thanks Anna :) So hard to find UK standardised assessments!

12:41:50 From Sophia Butler to Everyone:

This is an example of how you might report the TORE in a diagnostic report: Retrieval Fluency Victoria scored in the below average range (75) for quickly and accurately retrieving and writing down what number comes "after" a given number. Victoria did not appear confident on this task and she self-corrected an error. On the next task, "before", she scored in the below average range (74).

Total Retrieval Fluency Victoria scored in the below average range (73) for overall retrieval fluency. This slow retrieval of information stored in memory may affect her in time pressured situations such as exams. Whilst adding or subtracting one is not vital to study, this activity does replicate the effect of recalling facts from long term memory before writing them in timed conditions.

12:42:11 From Anna Smith to Everyone:

Thank you Sophia!

12:43:16 From Susan Coughlan to Everyone:

Clearly valuable for speed of processing

12:43:57 From Sophia Butler to Everyone:

Whilst TORE is analogous to RAN tests it is not the same. You might have run the RAN from CTOPP2 as well as the TORE. Armande Fryatt in her talk on "Mapping the Test List to the 2025 Report Format" suggests you might like to use both.

12:44:13 From Rosalind Henshaw to Hosts and panelists:

A very helpful presentation Thank you

12:44:43 From Aleksandra Jelonek-Turk to Everyone:

Thank you!

12:45:26 From Janice Beechey to Everyone:

We are just breaking for lunch and will be starting again at 1.30pm

Presentation - How does knowledge about Word Structure support Reading and Spelling? Helen Breadmore

13:37:19 From Mary Claire Blankenhorn to Everyone:

What are some recommended systematic synthetic phonics programs?

13:38:38 From Joy Simpson to Everyone:

So true - many individuals can appear to be able to read well - but they cannot read fluently....

13:56:35 From Caroline Dearing to Everyone:

Are we supposed to be seeing Helen's screen changing? It appears to be stuck on the 'Morphology is Productive' slide. Has it changed for others?

13:56:51 From Amy Sims to Everyone:

Yes mine is changing

13:56:57 From Katy Parnell to Everyone:

yes changed

13:57:01 From Alethea Broadway to Everyone:

Mine has changed

13:57:02 From Susan Coughlan to Everyone:

My screen is changing in line with her speech

13:57:19 From Kathryn Pierce to Everyone:

yes changed

13:57:52 From Caroline Dearing to Everyone:

Okay. Thanks I popped it out and it has now reset.

13:57:53 From Janice Beechey to Everyone:

Has your internet gone down Caroline?

13:58:48 From Christine Watt to Everyone:

This reinforces my idea that learning morphology is important.

13:59:22 From Joanne McDermott to Everyone:

I agree

14:00:21 From Lisa Baker to Everyone:

It also helps when learning a foreign language if you have an understanding of morphology. So it's vitally important for that too

14:01:20 From Janice Beechey to Everyone:

Good point Lisa

14:01:42 From Christine Watt to Everyone:

My children were given lists of unrelated words to learn for spellings from school that I knew were too hard as they were having to learn all the words individually which is too hard for any of us, without any rules of how they are built up.

14:20:52 From Caiwen Yong to Everyone:

Orton-Gillingham training includes very thorough Morphology Scope and Sequence teaching; do look up Diana Hanbury King if anyone is interested.

14:21:30 From Christine Watt to Everyone:

When teaching adults, some said learning root words, and prefixes and suffixes were game-changers for them in spellings. They had not been taught that way at school.

14:22:15 From Mary Claire Blankenhorn to Everyone:

I use the Institute for multi-sensory education which has an intervention program based on Orton-Gillingham principles

14:23:15 From Julietta Howell to Everyone:
 Raincityreading.com has some useful word matrices that I have used.

14:24:45 From Joanne Elliott to Everyone:
 I love love to help with the Chinese spelling programme

14:25:05 From Caiwen Yong to Everyone:
 Mary: Just googled it; it looks really good. I need a lot of online resources and have found some on word wall for OG only...

14:26:19 From Maisie Woodward to Everyone:
 This research is all fascinating, I'm looking forward to sitting down and reading some of those papers in more detail! I've been increasingly focusing on morphology in my specialist teaching (secondary school) and it particularly seems to help my students who have cooccurring dyslexia + DLD.

14:26:21 From Caiwen Yong to Everyone:
 Julietta: will probably end up buying a sweater!

14:26:37 From Susan Coughlan to Everyone:
 Thank you, very interesting

14:26:45 From DAVID BAILEY to Everyone:
 Thank you Helen, that was great. It is so important to be able to explain to learners with spelling difficulties that there is really a reason for the vast majority of word spellings. Teaching a combination of phonics and morphology and etymology is essential.

14:26:52 From Mary Claire Blankenhorn to Everyone:
 I also highly recommend the Florida Center for Reading Research (I know it's Florida but it's actually decent) and it has different free activities based in the science of reading

14:26:55 From Pantelis Beglis to Everyone:
 Very interesting

14:26:55 From Lesley Oyewole to Everyone:
 Will we be able to have a copy of your slides please?

14:26:58 From Joanne McDermott to Everyone:
 So interesting - printing off some of the articles now!

14:27:01 From Natalia Shulman to Everyone:
 Thank you, Helen! It was very useful.

14:27:01 From Amy Sims to Everyone:
 SO interesting - thank you so much.

14:27:18 From Sarah Coase to Everyone:
 That was great! Lovely to think deeply about language and teaching methods.

14:27:20 From Maxine Craig to Everyone:
 Thank you

14:27:29 From Janice Beechey to Everyone:
 Slides and recording from all speakers will be made available to you.

14:27:30 From Joanne McDermott to Everyone:
 Louise Selby's Morph Mastery is a good intervention for his

14:27:37 From DAVID BAILEY to Everyone:
 Ah a question - Does Helen have any thoughts on the role of etymology in teaching spelling?

14:27:39 From Maisie Woodward to Everyone:
 The morpheme mapper on phonics & stuff can be helpful

14:28:27 From Lesley Oyewole to Everyone:
 Morphology was not mentioned in my PGCE

14:28:27 From Mary Claire Blankenhorn to Everyone:

Thank you Helen! This was very informative! I feel much more informed

14:28:33 From Christine Watt to Everyone:
 Thanks, Helen. You were very informative about morphology with good evidence from your research. It reinforces the importance of knowing how to teach morphology to relay it to students. Excellent!

14:28:42 From Alan Hunt to Everyone:
 Thank you, Helen. That was very informative and it was interesting to hear about the research with adults.

14:28:44 From Rebecca Thomas to Everyone:
 This is really interesting. I will definitely go back through this and follow up on some of the threads.

14:29:18 From Judith Gammon to Everyone:
 Really interesting. We use some of this when working with our learners, but we can definitely do more.

14:29:34 From Irene Andronicou to Everyone:
 Thank you very much, well explained presentation

14:29:48 From Nathalie Senat van Dijk to Everyone:
 Thank you Helen, for such an interesting presentation!

14:30:38 From Jessica Milligan to Hosts and panelists:
 At what age do you suggest that children start morphological instruction? Should they have a secure foundation in phoneme-grapheme correspondence through phonics first?

14:30:39 From Paul Barr to Everyone:
 Very interesting presentation, thank you.

14:31:03 From Mary Claire Blankenhorn to Everyone:
 Hi Helen! What are some recommended systematic synthetic phonics programs that you have found?

14:31:24 From Lesley Oyewole to Everyone:
 Do you think there will ever be a shift from over reliance on synthetic phonics programmes to incorporate morphological and etymological knowledge in primary education?

14:31:30 From Felicity Paris to Everyone:
 When people use morphology before spelling, is this a conscious or unconscious process? I'm asking because if it's unconscious, I wondered if it'd be helpful for tutors/teachers to try to help students develop some metacognition around this & make things explicit?

14:32:43 From Christine Watt to Everyone:
 I agree, Felicity. It needs to be brought into the conscious learning.

14:32:49 From Julietta Howell to Everyone:
 I teach morphology from age six/seven but to not overload working memory the phonemes need to be in place.

14:34:00 From Felicity Paris to Everyone:
 Thank you, Helen - very interesting

14:36:07 From Charlotte Ennis to Everyone:
 Do you have a book recommendations to learn more about morphology and cover things on a deeper level for the specialist?

14:36:20 From Mary Claire Blankenhorn to Everyone:
 Thank you!

14:36:36 From Mary Gallagher to Everyone:
 Many thanks

14:36:37 From Rosalind Henshaw to Everyone:

Thank you. This was excellent

14:36:38 From Aleksandra Jelonek-Turk to Everyone:
thank you

14:36:38 From Judith Gammon to Everyone:
Very interesting and useful ideas. Thank you

14:36:39 From Tanya Keers to Everyone:
Thank you Helen - I have never understood why morphology was introduced to learners later.

14:36:40 From Jack Griffiths to Everyone:
thank you

14:36:51 From Julie Ross to Everyone:
Thank you

14:36:59 From Joy Simpson to Everyone:
Thanks - very interesting

14:37:18 From Jo Machin Campbell to Everyone:
that was so good thank you

14:38:34 From Lesley Oyewole to Everyone:
yes

14:38:37 From Susan Coughlan to Everyone:
Yes

14:38:53 From Beverley Crowley to Everyone:
yes

14:39:12 From Jenny Moody to Everyone:
wffi For Charlotte Ennis – Sue Hegland 'Beneath the surface of Words – What English spelling Reveals and why it Matters. ISBN 9780578326719

14:40:52 From Nathalie Senat van Dijk to Everyone:
The structure of Language: Spoken and written English-Janet Townend, Jean Walker Whurr, 2006

14:41:23 From Janice Beechey to Everyone:
Excellent recommendations Jenny, we have these in the Guild library so contact me if you are interested in borrowing these titles.

14:42:08 From Janice Beechey to Everyone:
Another great book, we have in the Guild library, thank you Nathalie

Exhibitor - CareScribe Assistive Technology for Accessible Learning - Adam Newson

14:43:30 From Susan Coughlan to Everyone:
I am with you

14:43:37 From Joy Simpson to Everyone:
I can hear/see....

14:44:59 From Jenny Moody to Everyone:
Peter Bowers - 'Teaching How the Written Word Works: Using Morphological Problem-Solving to Develop Students' Language skills and engagement with the Written Word. www.wordworkskingston.com

14:47:39 From Janice Beechey to Everyone:
The Guild library will also give you access to e-journal articles so do contact the Guild if you are interested to gain access

14:47:45 From Mary Claire Blankenhorn to Everyone:
Hi Adam, I'm working in Germany and have to be extra careful with student data. Is Carescribe

GDPR compliant?

14:47:45 From Jenny Moody to Everyone:

Gail Venable – Backpocket words – Sharing the Essence of English Spelling. OneMonkeyBooks.com
ISBN 9781940722108

14:49:28 From Caiwen Yong to Everyone:

I have learners who use 'access to work'; Is it installed as an app? Many work places do not allow
e.g. AI note-takers for security reasons.

14:49:42 From Lesley Oyewole to Everyone:

Can you put 'tags' of key terminology with notes?

14:50:06 From Sarah Coase to Everyone:

Adam, are there any features which help students whose speech is less clear in its enunciation?

14:50:42 From Julie Ross to Everyone:

Will there be Scottish Gaelic in the future?

14:51:14 From Lesley Oyewole to Everyone:

How does Talk Type fair with individuals who stammer?

14:51:47 From Aleksandra Jelonek-Turk to Everyone:

I would like to know whether this would work also with students with heavy accent and if this would
affect the accuracy of the recorded content.

14:52:21 From Aleksandra Jelonek-Turk to Everyone:

I meant heavy foreign accent

14:54:46 From Judith Gammon to Everyone:

Can it read the text back to the student for proof reading?

14:56:47 From Caroline Hopkins to Everyone:

can this software be used off one for exams

14:56:51 From Susan Coughlan to Everyone:

Very useful apps and thanks for the overviews

14:56:53 From Joan Alexander to Everyone:

I have been meaning to write a book for years this would be great if I can buy this

14:57:02 From Caroline Hopkins to Everyone:

off line

14:57:14 From Christine Watt to Everyone:

Amazing! I was a professional note-taker for the deaf, but I can see how this, and AI, makes my job
redundant as I admit the superiority of your product.

14:57:21 From Sarah Coase to Everyone:

Does it have an 'exam safe' mode without the AI input?

14:57:23 From Richard Nelson to Everyone:

thanks Adam - very useful app.

14:57:23 From Maxine Craig to Everyone:

Thank you

14:57:32 From Beverley Crowley to Everyone:

really useful info. Thanks Adam

14:57:35 From Judith Gammon to Everyone:

Thanks Adam

14:57:37 From Felicity Paris to Everyone:

This looks pretty impressive

14:57:42 From Joy Simpson to Everyone:

Many thanks

14:57:42 From Lesley Oyewole to Everyone:
Can you put the email back up please?

14:57:56 From Sue Fisher to Everyone:
Talk Text looks amazing - very interested in this for the students I work with.

14:57:58 From Alan Hunt to Everyone:
Thank you, Adam. Very impressive functionality in both applications.

14:58:05 From Susan Coughlan to Everyone:
Can you put the email in the chat?

14:58:58 From Janice Beechey to Everyone:
adam.newson@carescribe.io

14:59:16 From Alan Hunt to Everyone:
Are there any plans to make Caption.Ed available as an offline version, not dependent on the Internet?

14:59:27 From Tanya Keers to Everyone:
Thank you Adam- I am now embedding the use of AT with more confidence and effectiveness since having developed my knowledge through sessions with Carescribe and CPens, however DSA assessors are not always recommending the software. - frustrating!

14:59:30 From Christine Watt to Everyone:
Can my university students ask for these products to be supplied free to them?

14:59:51 From Sue Fisher to Everyone:
Can this be used in exams?

15:00:00 From Joan Alexander to Everyone:
Can I buy this

15:00:50 From Sue Thain to Hosts and panelists:
Cost.

15:02:02 From DAVID BAILEY to Everyone:
thank you

15:02:02 From Jane Norie to Everyone:
Thanks Adam.

15:02:04 From Rebecca Thomas to Everyone:
Thank you Adam

15:02:10 From Andy Harriss to Everyone:
Thanks

15:02:11 From Rosalind Henshaw to Hosts and panelists:
Thank you excellent will be in touch Adam

15:02:59 From Janice Beechey to Everyone:
We will take a break and start again at 3.15 pm

15:03:54 From Joanne McDermott to Everyone:
Thank you

15:04:34 From Tanya Keers to Everyone:
Hi Anna I did not sign into the meeting- just clicked the link. Can I just check that I am showing as me? Thanks- TANYA KEERS.

15:06:52 From Janice Beechey to Everyone:
Hi Tanya, I can see you properly named in the chat

15:07:12 From Joan Alexander to Everyone:
Really interesting, thank you.

15:08:24 From Laura Blanco to Everyone:

I am also here

15:09:43 From christine taylor to Everyone:

Excellent demonstration of assistive technology

Presentation - Gathering Qualitative Information for Assessments and Placements - Louise van der Valk

15:12:45 From Susan Coughlan to Everyone:

No sound

15:12:47 From Lesley Oyewole to Everyone:

No sound

15:12:49 From Hiba Rustom to Everyone:

I can't hear

15:12:51 From Beverley Crowley to Everyone:

cant hear

15:12:52 From Julietta Howell to Everyone:

No sound for me

15:12:56 From Essex Close-Smith to Everyone:

No sound

15:12:57 From Laura Blanco to Everyone:

no sound

15:12:59 From Lisa Baker to Everyone:

None for me

15:14:49 From Susan Coughlan to Everyone:

I think it needs to be the presenter / admin

15:16:37 From Susan Coughlan to Everyone:

success

15:16:37 From Hiba Rustom to Everyone:

yes it is

15:16:39 From RG IT - Martin to Everyone:



15:17:10 From Tanya Keers to Everyone:

Thanks Jan :)

15:24:41 From Ruth Obiageli Hart to Everyone:

These are very practical, I have used them myself and it works well. I avoid questions that involves YES OR NO answers. This helps the learners to be more expressive. Another strategy that has been helpful is observing the learners before assessing them.

15:25:29 From Susan Coughlan to Everyone:

I have seen so many reports, often by EPs I am afraid where these observations and links are lacking

15:32:57 From Ruth Obiageli Hart to Everyone:

Over the years I have learned that an effective assessment must be person-centred based. No two individuals are the same, the assessment needs to be tailored to the needs of the learner.

15:47:34 From Jo Payne to Everyone:

Anna

15:47:41 From Jo Payne to Everyone:

Sorry

15:48:38 From Jo Payne to Everyone:

I have jumped on another call, are we able to receive the slides or watch the recording again?

Thanks

15:48:49 From Anna Smith to Everyone:

Yes slides will be available

15:48:58 From Anna Smith to Everyone:

and recordings too

15:52:37 From Michelle Furber to Everyone:

Question for Louise: would you take family financial circumstances into consideration before recommending a private tutor?

15:57:21 From Susan Coughlan to Everyone:

Thank you, good to emphasise the importance and relevance of qualitative data and observations

15:57:34 From Laura Blanco to Everyone:

thank you very much

15:57:46 From Rosalind Henshaw to Hosts and panelists:

Wow so grateful to have this information. This presentation was incredible

15:57:56 From Jessica Milligan to Hosts and panelists:

Can you give a rule of thumb percentage to suggest the impact of difficulty when giving percentages of errors (e.g. 14% error rate in reading performance)?

15:58:18 From Judith Gammon to Everyone:

Thank you. Useful to help explain the need for qualitative information to employers.

15:58:31 From Sophia Butler to Everyone:

Thank you Louise. Really helpful to see this new report style.

15:58:33 From Maisie Woodward to Everyone:

Question about confidence intervals - the report format recommends keeping the reporting of these to a minimum (i.e. just for composites). If we make qualitative comments about subtest CIs overlapping, I assume we would need to add those CIs to the table of results?

15:58:53 From Joanne McDermott to Everyone:

Thank you, that was interesting

15:59:28 From Joy Simpson to Everyone:

Agree. Particularly at the stage of education where study skills, revision strategies and exam techniques can be beneficial.

15:59:41 From Maxine Craig to Everyone:

Thank you

15:59:52 From Niamh Delahunty to Everyone:

This really was excellent, thank you

15:59:56 From Janet Thomas to Everyone:

Very useful. Thanks

15:59:57 From Joan Alexander to Everyone:

Thank you

15:59:57 From Felicity Paris to Everyone:

Thank you for the examples of how to write the commentary - it's hugely appreciated!

15:59:58 From Kathrin Treacy to Everyone:

Yes, really helpful. Many thanks

15:59:58 From Alan Hunt to Everyone:

Thank you, Louise.

15:59:58 From Nicholas Morgan-Baker to Everyone:

Thank you

16:00:22 From Rebecca Thomas to Everyone:

Thank you so much, really clear, thoughtful presentation.

16:00:30 From Julie Ross to Everyone:

Very helpful, thank you

16:00:43 From Irene Andronicou to Everyone:

Thank you!

16:00:59 From Scott O'Regan McGowan to Everyone:

Thanks!

16:01:08 From Lesley Oyewole to Everyone:

The presentation was amazing. Thank you. I thought it interesting that in one of the qualitative comments it said that "Maria carefully..." As a new graduate, I would have thought that could be a subjective conclusion. Would it not be better to say "appeared to be careful.."??

16:02:00 From Joy Simpson to Everyone:

I usually include a percentage of errors - with the caveat that they might make more spelling errors when NOT writing on a safe, familiar topic (such as in the DASH)

16:03:29 From Sue Fisher to Everyone:

I feel that being an assessor is quite a lonely pastime (at times), so it's great to see examples that align with the way I currently work. Also, some good ideas moving forward.

16:03:46 From Joy Simpson to Everyone:

Experience does help you pick up on subtle strategies - tapping on the desk, saying pardon to get you to repeat something or an instruction etc

16:04:15 From Joanne McDermott to Everyone:

I usually add to this a comment if vocabulary choices on DASH, for example, seems more restricted than oral language abilities as this may be a choice to avoid unknown spellings

16:04:28 From Joy Simpson to Everyone:

to get more processing time (hit the wrong key!)

16:05:30 From Aleksandra Jelonek-Turk to Everyone:

I noticed in my assessments that children with spelling difficulties would write the words correctly when working on the lists set by teachers but can't generalize the skills in free writing

16:05:31 From Delroy Watson to Hosts and panelists:

Good day, Dr. Anna. I am attending this conference from Grand Cayman, and I didn't take into account the six-hour time difference behind the UK. Will I be able to respond to the morning event?

16:05:44 From Aleksandra Jelonek-Turk to Everyone:

I always note it in the report as well

16:06:26 From Mary Claire Blankenhorn to Everyone:

Will the slides be made available? Wonderful presentation!

Conference Close

- 16:06:32 From Lesley Oyewole to Everyone:
Thank you!
- 16:06:33 From Jane Norie to Everyone:
Thank you, Louise.
- 16:06:35 From Mary Gallagher to Everyone:
Really informative, thank you
- 16:06:39 From Aleksandra Jelonek-Turk to Everyone:
thank you
- 16:06:39 From Delroy Watson to Hosts and panelists:
Thank you
- 16:06:40 From Maisie Woodward to Everyone:
Thank you!
- 16:06:40 From Joanne McDermott to Everyone:
Thank you Louise!
- 16:06:43 From Tanya Keers to Everyone:
Thank you Louise
- 16:06:44 From Felicity Paris to Everyone:
Yes, thank you so much for that presentation :)
- 16:06:45 From Elizabeth Chadwick to Everyone:
Thank you
- 16:06:45 From Normayati Salleh to Everyone:
Thank you very much.
- 16:06:50 From Jack Griffiths to Everyone:
thanks all
- 16:07:10 From Julietta Howell to Everyone:
Thank you - informative day
- 16:07:16 From Ruth Obiageli Hart to Everyone:
Thanks, very informative.
- 16:07:16 From Joanne McDermott to Everyone:
Thank you, Anna, such a wonderful and enriching day
- 16:07:23 From Rebecca Thomas to Everyone:
Thank you Anna as well for your part in today's presentation and keeping things flowing.
- 16:07:26 From Susan Coughlan to Everyone:
Thank you for the whole day :)
- 16:07:27 From Lesley Oyewole to Everyone:
Thank you Anna
- 16:07:30 From Laura Blanco to Everyone:
thank you very much for today
- 16:07:32 From Irene Andronicou to Everyone:
Thank you very much!
- 16:07:38 From Andrea Bennett to Everyone:
Very interesting day. Thank you
- 16:07:38 From Lucy Hunt to Everyone:
Really fantastic set of presentations!

16:07:40 From Jane Norie to Everyone:
Thanks for a great day, Anna.

16:07:42 From Susan Bickford to Everyone:
Thank you for today

16:07:43 From Janet Thomas to Everyone:
Thanks for an interesting and informative day

16:07:44 From Andy Harriss to Everyone:
thanks

16:07:46 From Joy Simpson to Everyone:
Thank you - very informative day

16:07:47 From Essex Close-Smith to Everyone:
Thank you for an informative day.

16:07:48 From Nicholas Morgan-Baker to Everyone:
Thank you

16:07:49 From Rosalind Henshaw to Hosts and panelists:
Thank you for a great day. This has really been so helpful in my own learning to be a better assessor.

16:07:49 From Natalia Shulman to Everyone:
Thank you very much!

16:07:50 From Nathalie Senat van Dijk to Everyone:
Thank you for another wonderful Dyslexia Guild conference!

16:07:51 From Judith Gammon to Everyone:
Very interesting day. Thank you very much.

16:07:53 From Richard Nelson to Everyone:
many thanks all - very informative day

16:07:54 From Anna Czachon-Malcolm to Everyone:
thank you so much

16:07:59 From Maxine Craig to Everyone:
Thank you so much to everyone for today!

16:08:01 From Julie Stenson to Everyone:
Thank you for a great programme today.

16:08:01 From Helen Cobb to Everyone:
Thank you - really helpful and informative day.

16:08:03 From Anneliese Van Zandt to Everyone:
Thank you for the super informative day!

16:08:04 From Josephine Maguire to Everyone:
Thank you very much.

16:08:05 From Nicola Thomas to Everyone:
Thank you very much!

16:08:07 From Angela Doherty to Everyone:
Thank you, my first conference has been great

16:08:08 From Aleksandra Jelonek-Turk to Everyone:
Thank you for today

16:08:08 From Dionne Jackson to Everyone:
it's been a great day thanks so much

16:08:09 From Sian Newman to Everyone:
Very interesting and useful as always

16:08:10 From Lucy Howes to Hosts and panelists:
Survey link here: <https://forms.gle/pLRqWhbY5T7DsQJb8>

16:08:10 From Helen Jones to Everyone:
Thank you very much!

16:08:11 From Amanda Rayner to Everyone:
Thank you

16:08:12 From Alan Hunt to Everyone:
Many thanks, Anna.

16:08:13 From Tina Evans to Everyone:
Really informative, thanks

16:08:14 From Peter Lia to Everyone:
Thank you! Have a lovely day

16:08:16 From Tanya Keers to Everyone:
Thank you very much- really enjoyed the conference :0

16:08:20 From Ines Almeida to Everyone:
Thank you very much!

16:08:20 From Freda Harvey to Everyone:
Thank you Anna

16:08:20 From Linda Hardwick to Everyone:
Thank you very much to everyone

16:08:21 From Mary Gallagher to Everyone:
Thank you so much Anna.

16:08:21 From Sarah Coase to Everyone:
Thanks!

16:08:26 From Sharon Ollerhead to Everyone:
Thank you

16:08:28 From Julie Ross to Everyone:
Thank you, for a very informative day, Anna

16:08:30 From Anna McKernon to Everyone:
Thank you

16:08:33 From Mary Claire Blankenhorn to Everyone:
Thank you!

16:08:40 From Joan Alexander to Everyone:
Thank you, this has been a really enjoyable and interesting experience. Joan

16:08:41 From DAVID BAILEY to Everyone:
Thank you, it's been a great day!!

16:08:42 From Felicity Paris to Everyone:
Thanks to everyone for a fantastic conference. Bye all :)

16:08:42 From Sandra Hammoud to Hosts and panelists:
Thank u for everything

16:08:42 From Ruth Hughes to Everyone:
Thank you

16:09:00 From Mary Claire Blankenhorn to Everyone:
Will the surveys be sent out via email

16:09:42 From Paul Barr to Everyone:
Thank you, Anna. It's been really engaging and informative.

16:09:43 From Christine Watt to Everyone:

Thanks very much for a very informative day, with many learning points. Excellent!
16:09:50 From Janice Beechey to Everyone:
An email will follow with links to survey and slides. Recordings will be a little longer

END