

Good Practice in Training Specialist Teachers and Assessors of People with Dyslexia

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Learning objectives

This chapter will help readers to:

- Understand the current climate in the training of dyslexia specialists in England
- Appreciate the key skills needed by specialist teachers
- Gain an overview of the knowledge and skills needed to support people with dyslexia across all phases of education and employment
- Reflect on the value of evaluation as a crucial element in training courses
- Understand the support needed for teachers undertaking specialist training

Training for dyslexia specialists: Where are we now?

The field of training specialist teachers and assessors is evolving both in terms of our understanding of dyslexia and literacy difficulties, and in systems and protocols of teaching and learning for people with special educational needs within the school system and

beyond. In England, although the network of specialist teachers and assessors is expanding, government policy states clearly that *every* teacher is a teacher of children with SEN (special educational needs) (Department for Education and Department of Health, 2014). The SEN Code of Practice covers students aged 0–25 and emphasises the responsibility of schools to assess and support all learners who are not making progress in line with national expectations. This means that schools, colleges, universities and other training providers now need to develop the skills of specialists within their teams. As part of this provision, Education and Health and Care Plans are intended for those children or young people with SEN who need education provision. Trained specialist teachers are likely to be key players in the process. A recent national report in England warned that: ‘we cannot currently be confident that those who are charged with making a judgement about the quality of the education provided for pupils with SEN can do so on the basis of a good understanding of what good progress is or how best to secure it’ (Lamb, 2009: 7). This report reinforces the need for the English school inspection body to report specifically on the quality of the education provided for children with SEN and disabilities. Dyslexia training in England is regulated by bodies which include expert representatives of national dyslexia organisations that are currently developing a national qualifications framework in order to ensure that all trained and qualified specialist teachers and assessors have the necessary competences to carry out their roles effectively.

Whilst demanding that the needs of students with dyslexia and other SEN are met in mainstream schools and classrooms alongside their peers, the inclusion agenda nevertheless requires institutions to respond to individual learning styles of learners with dyslexia who may need individualised teaching and support. Definitions of dyslexia are not internationally agreed although there are common characteristics. In England, the British Psychological Association (BPS) definition has been widely used as a baseline for intervention, focusing specifically on a failure to read and spell single words despite appropriate teaching (British Psychological Society, 1999). For over ten years, there have been constraints on identifying people with dyslexia because of the narrow focus of this definition. Rose’s report into dyslexia teaching (Rose, 2009) effectively widened this by proposing a working definition that embraced a number of other dyslexia characteristics such as verbal memory and processing speed.

Although all teachers should be equipped to teach the wide range of learners they encounter in their classrooms (Department for Education and Department of Health, 2014), there is a need to train expert teachers who can respond on an individual level to learners with dyslexia. A structure of dyslexia support is proposed to schools and local authorities in England which is based on a pyramid of support (Rose, 2009). At the first level, classroom teachers should develop core skills for recognising children with risk factors for dyslexia and put in appropriate interventions immediately. At the second level, more experienced or qualified specialist teachers should assess the child’s difficulties and use assessment to plan focused teaching programmes. At the third level, specialist teachers with appropriate qualifications or other professionals should carry out a full diagnostic assessment to decide if the

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child has dyslexia, and make recommendations for teaching and support. In England, teachers trained to this level may now hold professional practising certificates which require an appropriate qualification and evidence of continuing professional development and practice to ensure national standards are met.

Students with dyslexia may not need pedagogical approaches that are essentially different from other learners, but they will need individually focused programmes of learning involving 'greater planning and structure, more time for reinforcing learning and more continuous assessment' (Lewis and Norwich, 2001: 2). This attention to very specific individual needs necessitates training specialist teachers and providing opportunities for them to work with individual students. Specialist teachers require still more complex knowledge, understanding and skills to carry out diagnostic assessments for learners with dyslexia. In England, in recent years, a range of training courses have been developed to equip specialist teachers to fulfil both the role of specialist teacher and diagnostic assessor:

The course has opened my eyes to the particular difficulties faced by dyslexic children and particularly to how many pass through their school days with no recognition and no support. (Experienced SENCo (Special Educational Needs Coordinator))

However, specific one-to-one provision for individual students with dyslexia may not be available in all schools, or may be delivered by practitioners with little or no specific training. Many schools who manage to support their teachers and teaching assistants in completing training courses report immediate feedback:

After only one term, the course has helped teachers to build up a bank of useful resources in their schools. It has enabled trainees to develop evaluative thinking and self-evaluation, informing their current practice. Already this new learning is impacting – it's like a ripple effect! (Local Authority inclusion consultant)

Regrettably, financial constraints may prevent schools from investing in specialist training for their teachers. Once trained, there may also be issues over deploying specialists across the institution. Schools may not have sufficiently large SEN budgets to allow for individual or small group teaching programmes with specialist practitioners and if such teaching is carried out at all it may be with teaching assistants whose qualifications, experience and expertise are highly variable. It is imperative that teachers with specialist qualifications are prepared to disseminate their knowledge and competence to others. Communication and presentation skills should be embedded in the training now offered to specialists (Rose, 2009):

I have led teacher and support assistant training to highlight how best to support dyslexic children in the classroom. We are now better able to identify children and to use appropriate strategies to give them the support they need. (Experienced SENCo)

Courses should equip and inspire trainees to pass on their newly acquired knowledge and skills:

I want to cascade as much information as I can to colleagues so that everyone realises how students can be affected by the difficulties they have and how something simple, like a worksheet on coloured paper, can make a big difference to their achievements and subsequently self-esteem. (Experienced SENCo)

Despite recognition of the need for early identification and intervention (Rose, 2009), there is inconsistency of provision across educational phases. For example, in the higher education phase in England, a Disabled Student Allowance (DSA) provides funding directed towards the individual with dyslexia after a rigorous process of assessment and identification of individual need (Jamieson and Morgan, 2008). This system is currently under review. Notwithstanding, no such funding stream exists in the school system and provision of specialist tuition is highly variable.

The contrast between protocols for dyslexia assessment and support in schools and higher education may contribute to the fact that most students with dyslexia in higher education are not formally diagnosed until after entry into higher education training (Singleton, 1999). Across the compulsory education sector there are many excellent teachers and schools, but without clear legislative requirements and targeted, ring-fenced funding, identification and provision for dyslexia is likely to remain inconsistent. In addition, the current global recession is probably not conducive to increasing funding for these vulnerable learners. It was recognised by the last UK government (2010–15) that there was a need for a specialist dyslexia teacher in every school and funding for a limited period was allocated to train such teachers, using existing, high-quality training courses (DCSF, 2009). If and when such targets for specialist teachers are achieved, each English school must decide on priorities for the use of their SEN funding in relation to dyslexia and this will depend on the school pupil population and their diverse needs. This has been reinforced by a requirement under the recent Code of Practice (Department for Education and Department of Health, 2014) for all Local Authorities in England, to collaborate with schools and other agencies, to publish a 'Local Offer' outlining SEN support. This sets out provision available for children and young people with SEN in the area.

Key skills needed for specialist teachers

Even in primary school settings, where literacy acquisition is a key overriding target, specialist teachers are different from classroom teachers: classroom teachers are trained to deliver a national curriculum, but specialist teachers need liberation from this to respond to the individual needs of children.

Teachers need to develop the confidence to use their imagination to 'pick and mix'. For children with dyslexia, there is no one programme which can fulfil the needs of every individual, therefore evaluation of what works for a particular learner is essential. Learners who access support will have struggled with the learning environment of a mainstream classroom.

Some learners with dyslexia have floundered after being placed in remedial settings and given more of the same style of teaching which led to their failure in their mainstream class.

Learners with dyslexia require far more repetition and overlearning than other students; therefore, specialists need to have a vast repertoire of attractive and engaging activities which can be adapted to focus on particular learning preferences and key targets, whilst tapping into the child's own interests and goals. Courses for specialist teachers must show participants how to make teaching more multisensory. 'Death by Worksheet' can be a dire fate; specialist teachers learn to teach in a much more creative and three-dimensional manner. Multisensory methods require teachers to use all the sensory channels to help their students acquire literacy. For example, letter shapes do not have to be learnt simply by writing them. Teachers can plan lessons where a range of senses are used to enable the participant to maximise their strengths and scaffold weaker channels. In Table 10.1 the list is by no means exhaustive, but shows how course participants may be encouraged to respond to the needs of learners.

Naturally, not all the activities will be suitable for all phases. However, even adults can respond well to multisensory activities when they are developed in a suitably non-childish way. For example, many adult learners respond well to using three-dimensional letters, small whiteboards with large felt tip pens, highlighters and image association.

In the mainstream classroom, it can be easy to miss signs of specific learning difficulties, particularly when students disguise these with bad behaviour, or by keeping a low profile

Table 10.1

Sensory channel	Teaching points	Activities to combine sensory channels
Auditory (oral)	Say the letters (sounds or names, depending on target)	Drawing picture with memory cues to associate letter Saying letter sounds/phonemes/words
Visual	Use colour, shape associations (such as S for snake), images	Painting
Kinaesthetic/ tactile	Use three-dimensional letters Making the letters	Sticking string shapes Writing in sand
Taste/smell (olfactory)	Although more unusual, associations can be made for students with difficulties in other channels, e.g. J with JAM	Alphabet arc activities Finger writing in modelling clay Make biscuits Write on playground in water Fernald methodology (Doveston and Cullingford Agnew, 2006) Matching games Acting Making shapes with the body/dance

enabling them to remain undetected in a busy classroom. Many adults with dyslexia are well-practised at concealing weaknesses at work and therefore do not receive the appropriate support and possibly simple adjustments to their working practice which would help them carry out their roles more efficiently, and reduce stress and anxiety about exposure.

For many trainees, training courses challenge the way they assess their learners. In early stages of courses, some teachers make comments such as *careless mistake*, and *you should read more slowly and carefully* on students' scripts, showing that even motivated and interested teachers need to understand how dyslexia can affect reading and writing behaviours. Even specialist teachers can make assumptions that learners are careless, simply reading too fast and therefore stumbling on words. They may, however, be exhibiting errors symptomatic of the underlying difficulties of dyslexia.

Discussion point

On a training course for specialist teachers, one of the participants is teaching a secondary school level learner who is having difficulty sequencing ideas for an essay. He is unable to plan by using headings and subheadings. Multisensory methods, such as mind mapping, using Post-its to brainstorm ideas and sticking these on a large piece of paper, moving them around to form logical sequences, have been used. What other ideas might be suggested to help this teacher respond to the learner's needs?

Skills can be taught to teachers across educational and other professional contexts

Course providers should consider the context of their participants, but should also ensure that teachers understand the challenges that people with dyslexia face throughout their lives. Teachers need to be aware of the implications of changing legislation and policy at national and local levels for trajectories of students with dyslexia in the education system. People with dyslexia must deal with highly complex twenty-first century social structures combined with increasingly mobile populations on national and international levels. Choices in terms of education and employment are rapidly evolving. Students with dyslexia and their families should be informed and included in decisions about support structures and transition planning, so that they can fulfil their potential in the long term. Recent national policy changes reinforce the importance of the involvement of young people and their families in the choices that are available to them. For some students with intractable dyslexic difficulties, integrated settings may not provide the most suitable environment either for skills acquisition or the development of a positive self-concept. Nevertheless, the opportunity to choose a specialist

setting may be available only to students whose parents have the financial means to pay for private education.

Teachers must look ahead to facilitate the students' future progression through the education system and employment. Thus, teachers in primary school need to be aware of the direct challenges presented to the dyslexic learner in a wide secondary curriculum.

Assistive technology is potentially enormously helpful to students with dyslexia as they move into secondary education and the information-technology-driven workplaces of the twenty-first century. Many would benefit from learning to touch type as early as possible, to provide easy access to computer technology:

From this course I have also learnt of the benefits of making sure learners are competent in basic ICT skills. I can also now see the benefits of encouraging them to learn to touch type. (Specialist teacher)

Technical problems need technical solutions; such solutions can ease the lot of people with dyslexia and their families but this is not all. People with dyslexia tend to have adaptive problems requiring them or the people and environment around them to devise adaptive solutions. Where typing is not a solution, voice-to-text software and touch screen technology should be investigated. Technical solutions may not allow people with dyslexia to listen and process oral information more quickly, but teachers and other presenters of oral information can adjust the speed at which information is delivered. Such adjustments can be used alongside digital recorders, screen readers, digital notebooks and other technological solutions to increase accessibility for all learners, not just those with dyslexia.

The affective needs of children moving from a supportive primary school with one key teacher into the more challenging world of the secondary school can put additional strains on those who may have hitherto been able to cope with academic work. In all phases of education, and employment, the specialist teacher may need to play the role of advocate for learners with dyslexia, explaining their issues to non-specialists to ensure that their needs are met through 'reasonable adjustments' enshrined in English disability legislation (Equality Act, 2010).

Similarly, specialist teachers in secondary schools should be aware of possible funding for support and access as students move into higher education. Transition planning for students is a long-term project, to be addressed before the final year prior to moving into post-compulsory education or the workplace, and teachers have a key role to play in this process. Specialist teachers must be prepared to discuss issues of disability disclosure and enable students to assess the range of factors involved in choosing dyslexia-friendly institutions. In England, higher education students with dyslexia must accept the label of disability to access funding, which may not sit comfortably with their self-concept (Armstrong and Humphrey, 2009).

High-quality training in assistive software should be available before the student with dyslexia progresses into higher education with its high demands on organisation skills and novel

learning formats such as lectures (involving note-taking, a huge challenge to dyslexic learners with information processing difficulties) and seminars (which may involve reading aloud or quick responses to written information, often highly stressful for the learner with dyslexia).

It is an advantage for courses to attract trainees from a range of backgrounds to bring a variety of perspectives to the course. This can be exploited within the training group in discussions and information sharing. Teachers in primary school must understand how to prepare dyslexic learners for the change of teaching style they will encounter in secondary school. Conversely, a support teacher from a university setting needs to understand how previous educational experience may have affected learners in terms of motivation and skills acquisition, as well as self-esteem.

Teachers can bring a wealth of experience of working with learners. They need opportunities during and after the course to practise their skills as part of their personal development as specialist teachers. Although they have a role in the dissemination and training of other non-specialist professionals, it is important that dyslexia specialists are given the opportunity to work with individuals or small groups where they are able to use their skills. Increasing pressures on resources in schools may be a barrier to this taking place.

Teaching – What trainees need to know

Crucial to any teaching programme for learners with dyslexia is that it should be individualised. Trainees learn how to direct learning programmes towards students' particular strengths and weaknesses. They should be based on a clear view of what students can do already, taking into account progression and relating clearly to their individual learning contexts, which can be as diverse as a primary school classroom, a university, a business enterprise or a prison. Course tutors must respond to the demands of these contexts and should also ensure that the skills and needs of trainees are carefully audited to ensure responsive individualised teaching.

Discussion point

Many existing courses for specialist teachers and assessors train teachers across age ranges. Dyslexia may be mitigated by good teaching and the environment in which learners develop their skills, but the underlying difficulties remain the same. An understanding of learner context and motivation is key to developing a teaching programme.

On courses for specialist teachers, trainees are the 'piggy in the middle': they are both receiving and giving teaching (Figure 10.1).

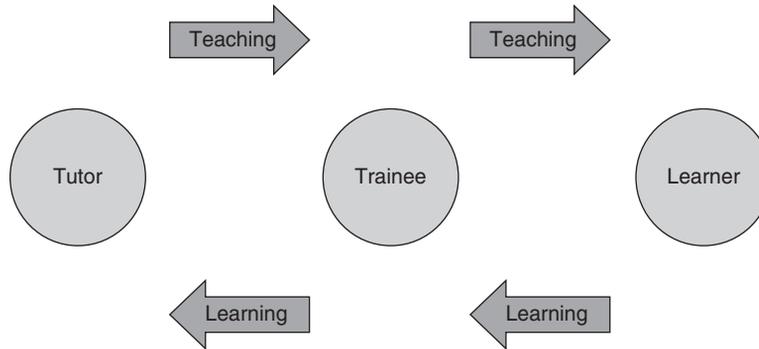


Figure 10.1 Teaching and learning on specialist teacher courses

Course tutors can model good teaching in the way they work with their trainees, for example giving them manageable targets. It is essential that any specialist courses integrate observations of the participants' teaching in their own settings. Ideally, more than one observation should be included so that teachers are given the chance to develop skills as they extend knowledge. Positive feedback and reflection on feedback is highly beneficial, as it helps develop a habit of self-evaluation, an important part of the one-to-one teaching process (Figure 10.2).

In the light of a recent observation, I now have many more ideas of how to incorporate multi-sensory teaching into lessons. (Support teacher)

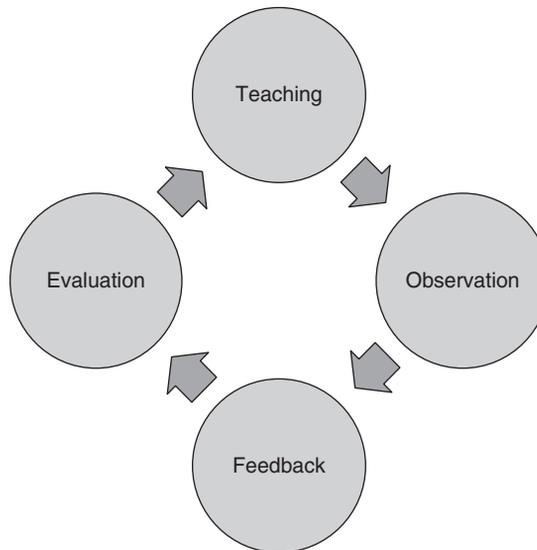


Figure 10.2 The cycle of training for observations

Detailed records of this process enable trainees to track back and review progress, just as they do with their own students. Continuing to use this process of critical evaluation and adapting teaching as they gain more experience develops professional competences:

I also understand that my own learning in this specialist field will not stop. I will have to continue to update my reading and learning to stay in touch with changes and new techniques. I felt confident in most areas of assessment and I do recognise that this will improve, again with practice, as my tutor informed me 'you wouldn't expect to know everything by the end of this course – that comes with experience'. (Teaching assistant)

Building a knowledge and skills base for assessment

Trainees need a clear understanding of the underlying processing difficulties which are causal factors in dyslexia. If students are not learning, it is essential for teachers to have a hypothesis of where difficulties lie in order to offer appropriate support:

I had not fully realised how important working memory and processing speed is in those learners with traits of dyslexia or how important phonological processing is. (Teaching assistant)

Although teachers do not need detailed knowledge of medical research, an awareness of current advances in neuroscience and genetics is important because of their practical applications to practice. For example, the fact that there are genetic links for dyslexic traits (Pennington and Olson, 2005) has implications for how teachers approach the families of students with disabilities; parents may not offer literacy support as they themselves have similar difficulties. Similarly, a specialist teacher's awareness of issues such as visual processing difficulties (Singleton, 2008) may affect not only the nature of support offered but also generate recommendations for referrals. Such intervention can have a huge effect on a learner's progress.

Courses must include the normal development of literacy skills, an area which is now not generally included in teacher training, even at primary level. Teachers should also be taught simple, qualitative assessments for working memory, sequencing and phonological awareness and how to observe and comment on functional expressive and receptive language skills of learners. Specialist teachers should be trained to administer detailed individual assessments including the mastery of non-standardised tests. They should be equipped to devise and use questionnaires and checklists to collect relevant background information. They need to understand and interpret the results of screening tests and reports. All teachers and supporters should be aware of the language of statistical standardised tests and implications for learners to prevent common misunderstandings of the significance of age equivalents and problems with misinterpretation of percentiles. Initial teacher training does not generally provide training in this area and yet the English education system appears to rely increasingly on the results of such tests both to classify students and justify educational support. Specialist teachers should share this knowledge with colleagues:

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I have always been in the habit of reading dyslexia reports and educational psychologist's reports prior to working with a learner if at all possible. However, in the past I had only looked at the recommendations as I had not understood many of the other areas. But now I can understand percentiles and scores which are considered 'normal' and those scores able to receive access arrangements. (Specialist teacher)

Whilst the development of literacy skills is not the remit of this chapter it is important to stress that effective literacy skills specialists experienced in teaching synthetic phonics may not be successful in teaching those skills to those dyslexics whose phonological difficulties make them unreachable by this approach:

I want to learn to teach all children how to read not just those who respond to synthetic phonics. (Teacher applying for specialist teacher training)

Training diagnostic assessors

Formal diagnostic assessment differs from teaching. They have a similar knowledge base but two different skill sets. Both specialist teachers and qualified assessors of dyslexia need to understand the underlying cognitive differences that play a part in specific learning difficulty (Philips et al., 2013; Boyle and Fisher, 2007). There is a distinction between the subjective tests which should be in the battery of any specialist dyslexia teacher and the specialised psychometric tests required for a full dyslexia report.

In England, full diagnostic reports may be needed to pinpoint a learner's difficulties and to access and justify the provision of support. Skills for dyslexia assessors can be quite different: teachers are trained to help and enable learners, but assessors have to push students to the edge of their competence which can be uncomfortable for both tester and testee. A good teacher is concerned with helping a student achieve targets and become an independent learner in a safe, supportive environment where strengths are celebrated and weaknesses supported. However, administering dyslexia assessments not only requires thorough understanding of psychological testing, both theory and practice (British Psychological Society, 2007), but involves deliberately placing learners in situations both challenging and difficult.

Psychometric tests required for full diagnostic assessments are standardised by testing large samples of the population in an identical way so that results can be compared. This presents a number of challenges for trainee assessors. For example, testers must adhere meticulously to scripts and procedures to ensure that all testees receive identical instructions. Many tests demand that testees perform to the limit of their abilities, possibly to the point of failure. For example, one reading test in England (WRAT4) requires a learner to make 10 single-word spelling errors before it is stopped (Wilkinson and Robertson, 2006). This can be as unpleasant and uncomfortable for the teacher as for the testee, and seemingly

in direct conflict with the teacher's training, experience and indeed instincts to support and help a learner.

Discussion point

Many highly competent teachers sign onto courses covering specialist assessment and find it difficult not to offer help to children when they are carrying out formal standardised tests which require complete objectivity. Learners are pushed to the limit of their ability or attainment, which can be very uncomfortable for tester and testee. In what way are the contrasting skills of teaching and diagnostic assessment in conflict, and how can trainers help participants to overcome the inherent contradictions in this change of roles?

Courses at this level develop trainees' clear understanding of statistical terms and their use, and also their ability to interpret standardised tests. Diagnostic testing for dyslexia requires a blend of tests, depending on the level and needs of the student. Dyslexia diagnosis remains an art, not a science, and the diagnosis is made by the tester and not by the tests (Jones and Kindersley, 2013). In England, there are national standards for assessment set up by a body of experts. Once trained, assessors can apply to hold a practising certificate which require a high standard of expertise and must be supported by continuing professional development (www.sasc.org.uk).

Trainees should understand and carefully consider the hopes and aspirations of the testee. Participants should anticipate that testees and sometimes their carers have an expectation of a result different from reality. Reporting and feeding back from tests requires sensitivity and tact. Even when results meet expectations, the reaction may be hugely emotionally charged. For example, older learners may be delighted to find a reason why they have suffered throughout their schooling but this may also lead to feelings of anger and disappointment about lost opportunities in their previous lives.

Evaluation: A key skill at all levels

Trainees should be prepared carefully to measure and evaluate learner progress against measurable targets and to give equal attention to learner progress in 'soft' outcomes, not just measurable skills. Teachers and testers should be able to evaluate their own performance; self-evaluation is a key skill both in terms of evaluation of teaching and assessment. It is only by this process that specialist teachers will be able to map their methodology to individual learners' needs continually as teaching progresses.

Another facet of evaluation crucial to the professional development of teachers and testers is choosing and using published materials. There are a huge range of commercially produced materials available, many of which are excellent but many of which may well need adapting for use with particular learners (Brooks, 2013). Trainees learn to evaluate critically materials in order to choose carefully from an expanding and expensive market (McPhillips et al., 2009). This is equally true for standardised tests.

It is also important that trainees learn to evaluate the wealth of research so that they can distinguish between reliable, evidence-based teaching programmes and tests and the 'snake oil' miracle treatments for dyslexia often marketed (Carter and Wheldall, 2008).

Supporting the trainees

Training courses are demanding. Aimed at teachers and supporters already in full-time employment, there are conflicts between providing rigorous training and allowing trainees time to complete. SENCos now have management roles in English schools with many conflicting demands on their time. But all SENCos need to be trained in how to recognise and support individual difficulties within the dyslexic spectrum.

Dyslexia is not the only specific difficulty on the syllabus; the growing awareness of co-occurring difficulties, such as dyspraxia, attention deficit, speech and communication problems, and dyscalculia necessitates study of these areas so that teachers can learn to make referrals to other agencies if any of these conditions are suspected:

This course was a 'must' for all SENCos and extremely useful for all class teachers who want to improve the understanding and attainment of all children in their classroom. (Experienced SENCo)

Course providers can employ a variety of organisational training models to meet participants' needs, including twilight, whole days, and using e-learning to supplement face-to-face tuition. Teachers undertaking the training may already be in full-time work with family commitments. Course providers must take care to support participants, many of whom may be returning to academic study after a break:

I wasn't sure about studying again initially – it had been 20+ years since I last wrote an essay! But I needn't have worried. I thoroughly enjoyed every moment of Year 1 – in fact, it was great to study again. I wasn't as rusty as I thought I would be! (Experienced SENCo)

Tutors can encourage peer support and ensure that these courses welcome and embrace the wide range of experience and achievement of trainees:

During this course I have been made to feel not only welcome, but also part of a group of like-minded people. (Teaching assistant)

Discussion point

It is not unusual for teachers who themselves may have dyslexic tendencies to be attracted to specialist training. Many of these are excellent practical teachers but may have difficulty in producing written assignments. Whilst it is essential to make reasonable adjustments to enable teachers with dyslexia to complete specialist courses, it is also vital that they should be able to teach the necessary literacy skills at whatever level they are working.

Summary

This is an optimistic period for training dyslexia specialists. In the past ten years the profession has become more recognised. Through a series of national policies and protocols backed up by legislation, dyslexia is increasingly recognised in educational establishments, and, to some extent, within the wider population. The professional competences of teachers and assessors are currently a subject of debate at national level which will result in an agreed raft of learning outcomes to inform course providers. However, the nature of good practice has not changed radically: with the exception of an increasingly expanding range of assistive technology on offer, the basics of good teaching and assessments remain the same. Training for specialist teachers is effective for teaching *all* students with literacy difficulties, not just those who have been diagnosed as dyslexic. Dyslexia is present across all levels of ability, and language backgrounds, so it is vital that specialists are employed in all schools to help equip everyone with the skills needed to survive in a world increasingly driven by text. As we move into the future, it is vital that economic constraints do not prevent us from training the teachers and assessors who can make such a difference to the lives of people with dyslexia at all levels.

Further reading

Carter, R. (2010) *Mapping the Mind*, 2nd edn. London: Orion Publishing.
This book relates current medical neurological research to learning in an accessible way.

Jones, A. and Kindersley, K. (2013) *Dyslexia: Assessing and Reporting*. London: Hodder Education.

This book covers a range of knowledge and skills which would be a good basis for a course for specialist assessors of dyslexia.

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Reid, G. (2016) *Dyslexia: A Practitioner's Handbook*, 5th edn. Oxford: Wiley/ Blackwell. A very comprehensive guide to dyslexia teaching and assessment.

Rose, J. (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: Department for Children, Schools and Families. This report provides a clear overview of the training needs for specialist teachers and assessors.

Useful websites

Dyslexia-SpLD Trust: www.thedyslexia-spldtrust.org.uk.

International Dyslexia Association: www.interdys.org.

PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties): www.patoss-dyslexia.org.

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