

Title	Company	Age
BBC Shakespeare	BBC/Harper Collins	11- 16
Catch Up 1 and 2	Thetford EAz	6-11
Clicker 5	Crick	5-11
Co-Writer	Don Johnston	7-adult
Dragon Naturally Speaking	Interactive	10-adult
I Can Spell	Resource	5-16
Inspiration/ Kidspiration	iANYSYST	12 up/ junior version
Jump Ahead Typing	Knowledge Adventure	5-10
Lexia Reading System	Lexia UK	9-adult
Living Books	Broderbund	5 -11
Magic Type	Magic Type	5-14
Oxford Reading Tree	Sherston	3-7
Penfriend	Penfriend	7 up
Planet Wobble	Crick	4-7
Reading For Meaning	Learning Materials	6-11
Scan It	Maia Learning	11-adult
Science Keywords	Sherston	7-11
Spellmate	Sherston	7-11
Starspell 2002	Fisher Marriott	5-12
Superspell	4Mation	5-16
Textease	Softease	6-14
Texthelp	Lorien Systems	7-adult
Touchtype	Inclusive Technology	all
Type To Learn	REM	10-16
Ultra Key 4	Inclusive Technology	all
Wellington Square	Semerc	6-9
Wordbar	Crick	all
Wordshark 3S	Whitespace	6-14
Write Outloud	Don Johnston	7-11

Ideas and suggestions for using
technology to help **parents**
support their **dyslexic** children
with **literacy**



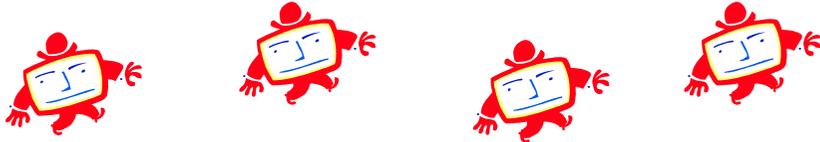
PASS Publications 2005

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What **IMPACT** does ICT have?



- Affects nearly everyone in their daily life
- "Opens doors" to learning
- Gives access to information and overcomes barriers to learning
- Creates a "level playing field"



Common difficulties experienced by dyslexics:

Sequencing and memory
Reading, writing words and text
Processing information
Writing as fast as they can to get the task "over with"
Presentation
Working independently
Demonstrating their true ability
Visual difficulties
Organising and planning
Fatigue
Frustration, anger and self-esteem

Many of the titles on the following page are available from R-E-M

Great Western House, Westover, Langport, Somerset,
TA10 9YU Tel: 01458 254 700 www.r-e-m.co.uk

Peripherals such as AlphaSmart and Literacy Wordbank are also in this catalogue or available direct from the company.



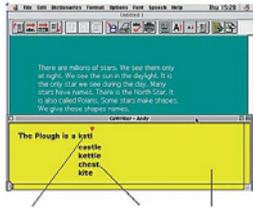
Direct company contacts are:

Crick Software Ltd Tel: 01604 671 691 www.cricksoft.com
Don Johnston www.donjohnston.com
Franklin Electronic e mail: service@franklin.com
iANSYST Tel: 01223 42 01 01 www.dyslexic.com
Resource Tel: 01509 672 222 www.resourcektco.uk
Semerc/Granada Learning Tel:0161 827 2927 www.semern.com
Sherston Software Ltd. Tel: 01666 843 200 www.sherston.com
Softease Tel:01335 343 421 www.textease.com



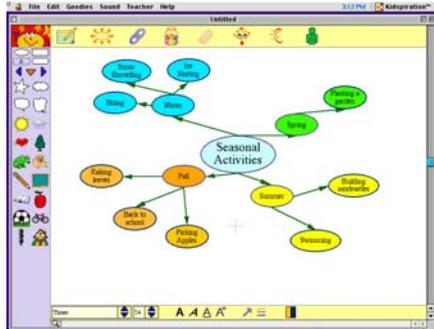
Some children will benefit from a program that tries to predict the word that is being typed as this reduces the amount of keyboard input from them. (similar to the facility on many mobile phones)

Write Outloud
and Co- Writer



Others may find programs that organise their work as mind maps helpful.

Kidspiration



Voice recognition software is also available. This means that the computer input is through speech rather than the keyboard. There are advantages and disadvantages (particularly with younger dyslexic children) to using this software and these need to be considered before purchasing.

Suggestions:
Write Outloud
Co- Writer
Texthelp
Textease
Penfriend
Kidspiration
Inspiration



Can computers help?



They can help:

- Sequencing and memory - computers are patient; they can repeat words and instructions and have no body language!
- Children control their pace of their learning
- Provide a multi sensory learning approach
- Discreet/self corrective support
- Self esteem- ICT can offer real opportunities to succeed and work independently
- Reading text
- Writing and spelling- onscreen word banks, spellcheckers and predictive text
- Writing and presentation
- Organising and planning

Choosing software:



There are many programs available to support literacy skills.

Features to consider are:

- Speech support- can text be seen and heard?
- Opportunities to listen again and repeat an activity.
- Structured progression
- Help menus
- An uncluttered screen
- Choices to change colour of backgrounds
- Spellings and wordlists can be shown in lower case letters

Computers at home:

Consider before buying a computer for home use-

- Does school or family/friends have a similar computer? It could be useful to share advice.
- Consider siting computer in a family room so that there are opportunities to share and supervise.
- Provide storage for CD ROMs and floppy disks for each family member to avoid confusion. Different coloured floppy disks could help child to know where each homework or school task is on, e.g. green is English, red is geography etc.
- Make sure child saves work on a disc as well as the hard drive. Set up files in the child's directory so that work can be easily found.
- Some computers have a CD Rom drive for saving work onto as well, or large files could also be saved onto a Pendrive that could be shared between home and school - particularly for secondary aged pupils.

Remember, because of computer suites etc at school your child may not have experienced:

- Managing data, inserting CD ROMs or floppy disks, switching on or using a printer.

They may need support with these tasks therefore.

Programs for home should be FUN and MOTIVATING!



Suggestions are:

Literacy Word Bank

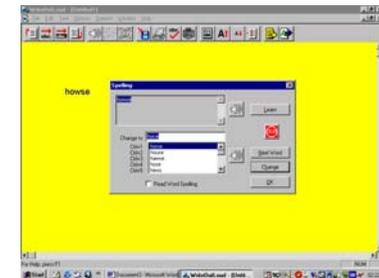
Franklin Spellchecker

Franklin Spellmaster Plus



Spellcheckers for Modern Foreign Languages are also available and different chips can be added for each language.

Write Outloud speaking spellchecker



Many computer programs have spellchecker facilities. Younger children may need the support of a talking spellchecker to help them identify the word that they want to use. Ask school if they use any particular software as these programs may be expensive but can also be used to read text as children write independently and copy and paste text so that it can be heard back as many times as they like.

This will help if your child has to investigate a project at home and enable them to be more independent. They could cut and paste from an article on the Internet and hear it read back as many times as was required.



Headphones can be used if it causes distractions to others.

Spelling/Writing

Teaching spelling to a dyslexic child is a specialised area. It involves the need for multi sensory teaching, a structured approach and considering your child's strengths and weaknesses in learning spellings. Discuss with school if any software is used in lessons and consider with them and your child whether they would like the same software or something different at home.

Suggestions for software are:

Wordshark3

Superspell

Spellmate

CatchUp 1 and 2

Starspell

I Can Spell



Electronic spellcheckers

These come in two types:

- handheld, similar to a calculator but with a letter keyboard
- the type that is part of a word processing program on a computer

REMEMBER:

A dyslexic will have difficulty with spellings, which will mean that however good their ideas are they are going to have difficulty getting it down on paper. Spelling is more difficult than reading because whereas reading involves the recognition of shapes already on the paper, spelling requires shapes and sequencing to be produced from within one's head.

Also consider:



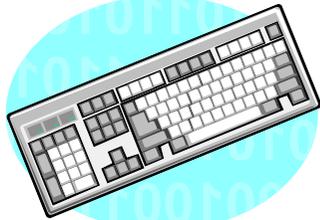
- Some children may have difficulties with keyboard/mouse skills
- Discuss with school whether it would be useful to buy the same or different software to what your child has at school- over practice could be a problem.
- Games are a valuable break from school-based learning and can provide useful reinforcing of learning if carefully chosen.
- Educational software can be expensive. ALWAYS ask if a home user price is available or a VAT reduction. Companies may provide demo disks or disks on approval if asked.
- You are unlikely to find the programs used at school in a high street computer shop. Look for software recommendations from school and ask for company names.

Before investing in any software liase with school and get their advise.



Possible areas to develop:

Keyboard Skills



It is difficult to use computers without knowledge of key positions etc. Many dyslexic or dyspraxic children will find this skill difficult and can be frustrated by searching for letter positions. Software needs to be supervised and practised regularly.

Suggestions for software are:

Ultra Keys 4
Touchtype
Jump Ahead Typing
Magic Type
Type to Learn
English Type Junior



Ultra Keys 4

Reading



Reading can be a slow and painful process where sense and meaning can be lost.

Yet, whilst it is generally accepted that people with a specific learning difficulty are more likely to process print more slowly than non-dyslexic people, the ability to read and enjoy books is an essential step on the path to learning.

Younger dyslexic children:

Investigate which reading scheme is used at school because it is often possible to buy accompanying software for home use.

Suggestions for software are:

Planet Wobble

- Talking Books
- Oxford Reading Tree- Talking Stories
- Planet Wobble
- Wellington Square
- Naughty Stories
- Living Books
- Reading For Meaning



Reading for Meaning

Older dyslexic children

Older dyslexic children may find it hard to cope with reading demands at secondary school.

- Investigate tape recording key texts on audiocassette. Some may be available at the library, one could be prepared by someone at school or by someone in the family.
- BBC Shakespeare, in association with Harper Collins, produce 6 plays on CD Rom
- Lexia reading scheme and Scan It Plus are designed to help older children work independently at increasing their reading speed.



A talking dictionary may help the understanding of key words by giving an instant straightforward explanation to read and listen to.

Sherston produce a range of Keyword programs.