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## A note from Michael Davies

### Welsh Dyslexia Project

Welsh Dyslexia Project (“WDP”) is looking at the possibility of developing an e-learning course (Internet based) for parents and carers of dyslexic individuals. (It already has an on-line course for Teachers and Classroom Assistants on its website [www.welshdyslexia.info](http://www.welshdyslexia.info))

Having organised a number of conferences for parents, teachers, professionals and dyslexics in the past, the feedback from attendees shows that they would like to raise their awareness, understanding and gain more information about specific learning difficulties (Dyslexia)? but they have no time to follow a part-time college study course! They would also like to be able to develop strategies and resources to support their child at home.

WDP is now looking for people who would be interested in pursuing such a course (home-based, on-line), and who have access to a PC or laptop and the Internet.

It is likely that the course will contain 4 modules, and be made available through the medium of both Welsh and English. WDP is hoping that the course will be an accredited one, giving those who complete it, a qualification at the end.

*If you are interested, contact: Welsh Dyslexia Project, Llysteifi, Llechryd, Ceredigion, SA43 2NX email [llechryd1@btconnect.com](mailto:llechryd1@btconnect.com) as soon as possible.*

*Michael Davies, Trustee*

Mae Prosiect Dyslecsia Cymru (“PDC”) yn edrych i’r posibilrwydd o ddatblygu cwrs e-ddysgu ar gyfer rhieni a gofalwyr unigolion dyslecsig. Mae gan yr elusen gwrs yn barod ar ei wefan, y gellir ei ddilyn gan athrawon a chymorthwyr dosbarth [www.welshdyslexia.info](http://www.welshdyslexia.info)

Yn dilyn cynnal nifer o gynadleddau ar gyfer rhieni, athrawon, proffesiynolwyr sydd yn gweithio yn y maes, ac unigolion dyslecsig, mae ymateb y cynadleddwyr yn dangos bod yna angen y cwrs newydd, er mwyn datblygu eu ymwybyddiaeth, dealltwriaeth a chael mwy o wybodaeth am Anawsterau Dysgu Penodol (Dyslecsia)? ond nid oes ganddynt yr amser i fynyachu cwrs mewn coleg.

Mae PDC yn chwilio am bobl sydd a diddordeb dilyn y cwrs (o gartref, ar lein) ac sydd yn berchen ar gyfrifiadur gyda band-llydan.

Bydd y cwrs yn cynnwys pedwar modiwl, ac ar gael drwy gyfrwng y Gymraeg a’r Saesneg. Gobeithir y bydd y cwrs yn cael ei acrediteiddio, ac felly yn rhoi tystysgrif ar y diwedd.

*Os oes gennych ddiddordeb, cysylltwch a Prosiect Dyslecsia Cymru, Llysteifi, Llechryd, Aberteifi, SA43 2NX neu ebostio [llechryd1@btconnect.com](mailto:llechryd1@btconnect.com) mor gynted a phosibl.*

## Contact information

**Welsh Dyslexia website:**

[www.welshdyslexia.info](http://www.welshdyslexia.info)

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## When is it time to worry?

By Neil Mackay

Although most children seem to get on well at school, about one child in five may need extra help at some time because they find learning difficult. Although it is never easy to be told that your child has learning difficulties, it can be a positive thing because it is important to identify problems as soon as possible – the sooner they are recognised, the sooner action can be taken. When the school informs you of concern, it means that a plan will be put in place to improve your child's learning. In the early stages, this plan usually involves the class/subject teacher trying to do things differently in the classroom and parents may well be invited to provide support at home. It is essential that home and school are able to work in partnership and often this works and the child makes progress.

On the other hand you may disagree with what the school is or is not doing or you may not share the school's view of your child. It is important to remember that, although teachers are well qualified and experienced, you, as the parent, know your child best of all. Furthermore you may have older children who have not experienced any problems and therefore can compare the progress of one child with another. So often it is parents who spot something in their child which gives cause for concern – perhaps an unexpected difficulty in learning to read, write, spell or perhaps with number. Perhaps your child does not always seem to understand what is being said, maybe finds it difficult to follow instructions or is becoming increasingly reluctant to go to

school or just seems “different” in comparison to his/her friends. Concerns of this nature should be discussed with your child's school as soon as they develop. It may be that you have nothing to worry about, or it may be that you have noticed something that needs dealing with – either way it is best to share your concerns as soon as possible.

While you are worrying about your child, it is easy to forget that s/he has a part to play in all of this and it is important that children are involved in the decision-making process. Maybe your child would rather do some extra work at home rather than feel “labelled” at school and it is fair to allow this opportunity and to give it time to work. However sometimes parents have to be cruel to be kind and do what is right, even if it is not popular at the time!

*“My school has just told me that my child may have special needs. What does this mean?”*

The term “special need” usually refers to a child's ability to learn in comparison to others of the same age. Learning covers a range of activities including learning to read and write, learning to communicate, learning to socialize and relate, learning to behave appropriately, learning to shape letters etc, etc. A child with a special need will need extra help in order to develop skills that most children develop as part of the normal teaching process. So it is essential that, having been told that a child has special needs, the parent is clear about what those needs are and, most importantly, what the school is going to do differently to meet these needs. It is also important to establish what can be done at home to support the school and to work

with your child in the same way that s/he is taught in school, to avoid confusion and misunderstanding.

### What do I do if/when.....

*“The school tells me that my child is not making progress?”*

**Or**

*“I am worried about my child's progress?”*

Below is a list of questions parents may wish to ask when the school informs them of their concerns. In many cases, changes in the way things are done in the classroom will do the trick and progress is made.

#### Step 1

Make an appointment to go into school to discuss your child's needs. Below is a page of questions that you may want to ask. The page is set out with questions and lines for you to take notes. Please do not think that you have to ask all of the questions – they are intended for guidance and for you to choose. You may wish to print the page out and take it with you to the meeting.

#### Step 2

If your partner cannot go to the meeting, ask a friend to go with you and inform the school that s/he will be coming. Alternatively you can ask Parent Partnership for support. Ask your supporter to do three things:

- Make a note of what the teacher says in response to your questions
- Remind you of the questions you wanted to ask
- Ask for clarification when an answer is not clear – sometimes teachers use a lot of jargon, especially when they are nervous!

#### Step 3

Use the questions below, or make up your own, to ensure that you will cover all the issues

relating to your child. Take careful notes throughout the meeting to ensure that you have a full understanding of what is being said and or offered.

#### **Step 4**

At the end of the meeting ask the school to go over exactly what has been decided.

- If extra provision is agreed, you need to know when it will start and who will be doing it
- You also need to know when progress will be reviewed and what will happen if things are not working
- If it is agreed that a teacher should monitor progress for a while, you need to know for how long and when you will be meeting again

You may wish to support your child at home. If this is the case, ask the school what you can do and to help you with advice and materials.

Most schools will try to respond to a lack of progress by asking the class teacher to do things differently in the classroom. This is a perfectly acceptable response but it is important to get answers to the following questions:

1. How will the teacher do things differently?
2. How long will it be before we know if it is working?
3. How will we know if it is working?
4. What will you do if it is not working?
5. Please can we set a date (within 4 weeks maximum) to review progress

## **Homework and the dyslexic child**

**By Lee Pascal**

Few pupils rush home with joyful cries of “Yippee, I’ve got

two hours of homework tonight!”; however, for the dyslexic child, the command “Go upstairs and do your homework” forces him to face the same difficulties, confusions, insecurity and potential failure that he has been confronted with throughout the day.

The dyslexic child who may be the sweetest natured in the class, always cheerful and polite, can, when faced with the horrors of homework, turn in to a nasty raving monster. Relationships in families can change, with the parent becoming the constant nagger and the child the eternal victim. Children feel forced to become liars, denying that any homework has been set or insisting that they have done it at school. Evenings and weekends at home are ruined by the spectre of homework. This scene may seem exaggerated; however, if teachers take the trouble to discuss the homework circumstances with parents, we may find that, in some cases, the above understates the case.

We try to provide positive, palatable and manageable homework assignments and, when teachers advise parents about homework, we tend to emphasise the importance of maintaining a distraction free atmosphere, parental encouragement without interference and the need for feedback regarding atmosphere and productivity. Parents, however, are often reluctant to describe the horrors of homework somehow interpreting these scenes as a failure on their part. They may not admit to the crying, the tantrums and rages, nor the excuses and justifications for avoidance. We may never hear about the pencil being stuck up the pupil’s nose for forty-five minutes with the infuriating “I’m thinking” being trotted out

whenever a parent tries to encourage the child along, or how our half hour of homework stretches out to three or four hours of relentless toiling. Admitting to falling for the child’s Sunday night slap on the forehead accompanied by “I’ve just remembered, I’ve got some homework to do”, seems to be an admission of incompetence on the parents’ part.

Communication, with an indication of our understanding of the problem, is the first step to its solution, and then practical suggestions must be provided in order to turn the circumstance around to being a positive contribution to the child’s education.

1. Parents must let the school know if homework has become a damaging negative chore. Teachers must probe with questions regarding the amount of time spent on assignments, level of assistance required, attitude and atmosphere.
2. Teachers and parents should agree on a reasonable time limit that appears well within the pupil’s attention and interest span. Perhaps for a couple of weeks the pupil will be required to do no more than ten minutes per night. Provided that the ten minutes is spent with the pen moving across the page, parents may discover that more is accomplished in this short amount of time than in the two hours spent previously with the pen stuck up the child’s nose. Over a period of weeks, this time limit may be expanded to a realistic period to allow for the work to be covered.
3. Homework must be an issue between the pupil and the school. Parents should be involved as sources for

information, instant spelling dictionaries, providers of biscuits and milk and commenters of “Well done” when the child wants to show off a particular piece of work. Parents must be relieved of their imposed roles as oppressor and enforcer and of their need to make the child extend or re-do homework assignments.

4. Homework can be much more pleasurable if it is a shared experience. The dyslexic difficulties of not having copied assignments correctly, not being able to relate the homework to work covered in class, and not being able to get started, can all be addressed in a shared setting. The provision of a Homework Club has proved to be enormously successful with dyslexic pupils. An arrangement with children working together on a house rota basis, with parents assisting, has also yielded positive results.
5. If, despite practical suggestions, homework still remains unpleasant, non-productive and negative, alternatives must be found. Until the requirements of public examinations at senior level present themselves, we must question the value of imposing this burden on the family and, possibly, damaging family relationships and ask ourselves if it is worth the cost. Homework is not worth the destruction of family life, and, in cases where it is damaging relationships within a family, we must consider its abolition.

We often justify the provision of homework at junior, and indeed, infant level, by stating that we are preparing our pupils for the demands of senior school.

However, in some cases we are putting the child off independent study to such an extent that when homework does become vital for course work and exam study, the student regards it as an onerous, avoidable, tortuous task. We can remember very little of the information gleaned from homework as junior pupils (the names of four Viking explorers, the states of Australia, the French word for knee), yet we can be guilty of attaching unwarranted importance to its imposition on our children and, rather than prepare them for homework at senior level, put them off the concept of valuable independent study.

Through differentiation, homework choices, motivation and appreciation of children’s efforts, homework can, indeed, be stimulating, appealing and productive. However, if we ignore the problems that we may be creating by its imposition, we are defeating the purpose of this potentially valuable contribution to our pupils’ education.

*Lee Pascal, a teacher specializing in Dyslexia, and co-author of the Study Skills book “Get Better Grades”, works with dyslexia associations and offers INSET courses to teachers on Dyslexia and Study Skills. For further information please ring 07973 818 443.*

## What you see is what you get – Dyslexia & Vision

By Bob Hext

I like to understand things through pictures and imagery: before the advent (some would say the tyranny) of print this was the norm, whether the pictures were described through the medium of storytelling or

parables, or whether the visual form was preserved in paintings or carvings. The brain, basically, likes pictures: indeed the phrase “I see” can be synonymous with “I understand”. I watched a Billy Connolly video last night. At one point the audience was laughing uproariously at something, but not as much as Billy himself, who was doubled up with mirth. He said “Yes, you lot find that funny, but I’m getting the pictures!!”

One picture I use when I am talking about Dyslexia is of a climber on a wall, making his way slowly to the top. He has to concentrate on every handhold. If his attention is distracted he will fall to the bottom and have to start again. Other climbers on the same wall can be distracted, but they will keep a grip on their handholds and carry on again from where they are. They don’t have the processing and multi-tasking difficulties of the dyslexic climber, so they don’t lose their place. My wife is dyslexic: because of the way her brain is wired she has built the incredibly complex database which is the backbone of our business administration system, and she can extract from it any piece of information that a customer or the accountant might require. I feel about as familiar with the complexities of our database as I would with the cockpit of a Jumbo Jet. But I have learnt never to interrupt her while she is in the middle of a database task - even though she created it - because if I do she will have to start it again from the beginning.

It is now common knowledge (I certainly hope it is, at least) that the way to help our dyslexic climbers up the wall they face (and fall off regularly) in school every day is through regular and repeated multisensory

reinforcement that will compensate for their processing deficits. We talk of different sensory “channels”, especially visual, auditory and kinaesthetic (often shortened to VAK). We probably tend to imagine the brain with a sort of menu, where V, A and K are choices of equal prominence. However if you look at “map” of the brain, coloured like the old political maps of the world with all the red bits that were British Empire, you will see that something like a quarter of the map would be the colour of vision and visual processing. The Visual Empire, even. Vision is actually the only set meal on the menu. In terms of size, audition is probably somewhere comparable to the sachet of ketchup. Yet some research was done not long ago across a population of school leavers in North Eastern England, who were asked a question something like “What is your predominant memory of your learning experience?” The great majority answered “Listening to the teacher talk”. Draw your own conclusions...

So we must do everything to teach and reinforce through the visual channel. My eldest daughter, also dyslexic, now a doctor, used to learn her A level science by drawing huge coloured mind maps all over her bedroom window, and if they weren't big enough she used the living room patio doors. We just made sure she used dry-wipe felt tips! It worked. If a child can't write an essay, will a cartoon or diagram help him (instead of driving you...) up the wall? The visual channel can be accessed in many ways. For example, dictation is a useful exercise for reinforcing phonics. But for a dyslexic with a phonological processing deficit it is a nightmare rooted in the very core if his problems: he can't “see”

which symbols to put with the sounds. (“What letters do I put with these sounds? Dunno! Oh no, now she's on the next set of words. Everyone else is writing, and I'm still stuck here. Give up. Off the wall we go...”) But give that same child boxes to write in that gives him the shape of each letter and how many there are to each word, and the nightmare becomes an accessible puzzle. Children love writing in boxes. It's a bridge from the auditory to the visual.

Crossbow Education publishes a set of progressive “Box Dictations” books which take children right through the phonic progression in Box sentences. They don't write on the paper, but in a dry-wipe pen on an acetate (or similar) which you put over the page, so they can experiment with different letter combinations until they get the right “fit”. Instead of hating dictation exercises, they look forward to them. Crossbow also does a set of “boxes fonts” for about £15.00 which enables you to create your own “boxes” exercises.

A completely different aspect of Dyslexia and vision is the whole problem of visual stress. Up to 20% of the population are affected by it to a degree. Given the huge area of the brain that is connected to the visual process, this becomes less surprising. I can read text through a blue overlay or reading ruler that I would otherwise need my glasses for. I don't have the space (or the time!) to go into the subject here, but if you, or someone you know, has problems reading text, make sure you try reading rulers or overlays. You can get them both at [www.crossboweducation.com](http://www.crossboweducation.com): reading rulers come in five colours, A4 overlays in eight, and they aren't expensive. A

pack of one of each colour reading ruler costs £7.76 altogether including postage, or you can buy ten for £10.95. Eight overlays are about £17.00. If they work you can just buy the colour you need after that. It's a small investment that can change a life.

We interpret the world primarily through what, and how, we see. We need to bear that in mind in our teaching and learning. I hope you're getting the picture...

*Bob Hext is Managing Director of Crossbow Education Ltd. Crossbow publishes a range of resources for dyslexics and visual stress sufferers which you can order online at [www.crossboweducation.com](http://www.crossboweducation.com). Bob will also be running workshops on teaching with games at the Dyslexia Conference at the University of Wales, Bangor, in June this year.*

## Agoriad uned dyslecsia

**Gan Mrs Shân Bergmanski  
Pennaeth Adran Gynnal**

Agorwyd Uned Dyslecsia Dwyieithog Penweddig gan Mr Scott Quinnell nôl ym mis Tachwedd 2006.

Cychwynnwyd ar y syniad o gael uned benodedig Dyslecsia yma rhyw bedair blynedd yn ôl a thrwy drafodaethau gyda'r Pennaeth a'r Llywodraethwyr, fe lwyddodd yr Adran Gynnal i fedru lleoli cornel fach o fewn gegin yr Adran i gynnal disgyblion gydag anawsterau dysgu penodol Fodd bynnag, yn dilyn arolwg rhagorol yr Adran Gynnal yn 2005, awgrymwyd bod angen ystafell bwrsapol ar gyfer y gwaith arbenigol o gynnal disgyblion gydag anawsterau penodol. Cafwyd cefnogaeth a chydweithrediad

llawn y corf llywodraethol ac erbyn heddiw mae gyda ni uned arbenigol sy'n llawn adnoddau pwrpasol sydd nid yn unig wrth fodd y staff, ond hefyd y llu o ddisgyblion sy'n elwa o'r gwaith arbennig sy'n mynd yn ei flaen yma. Rhaid peidio anghofio Cymdeithas Cyfeillion yr ysgol a gyfrannodd swm sylweddol o arian er mwyn i ni allu prynu'r adnoddau a'r dodrefn sydd bellach i gyd yn eu lle.

Un o'r tasgau cyntaf y gwnaeth Mrs Angharad Evans, yr athrawes arbenigol, ymgymryd ag oedd addasu rhaglen sillafu Camu Mlaen, Cymorth y Cwm a Cam wrth Gam a'u cyfuno i un rhaglen bwrpasol ar gyfer y prif lif o ddisgyblion Dyslecsig. Yn ogystal â hyn fe ychwanegwyd cyfres o raglenni a gwaith estynedig sy'n seiliedig ar strwythyr 'Spelling Made Easy' er mwyn ceisio gwneud y rhaglen mor gyfeillgar â phosib. Bu'r Adran Gymraeg o gymorth mawr yn addasu deunydd a chreu adnoddau sydd erbyn hyn yn cael eu defnyddio'n helaeth o fewn y ddwy Adran o dan y teitl 'Cynllun Sillafu Penweddig'.

## The dyslexic learning style

By Neil MacKay

Dyslexic people can often perform a range of complex tasks, such as solving complicated problems in electronics or design, yet cannot do the seemingly simple:

- learn to read and spell;
- order and organise writing;
- copy from the board;
- remember instructions;
- tell the time; or
- find their way around.

One way to look at this pattern of strengths and weaknesses is as a cognitive or learning 'style'.

Many dyslexic people themselves experience their dyslexia as a difference - in how they think or learn. Because of their language processing and short-term memory difficulties, dyslexic learners rely heavily on meaning and understanding, which means:

- a highly personalised approach to learning
- a need to have the learning process and conventions made explicit
- a need to understand how and why in order to learn.

Many, but not necessarily all, of the following learning styles 'fit' most dyslexic learners, they:

- think holistically ('all at once') rather than step by step;
- need to see the whole 'picture' first before they can learn the steps or details;
- are poor at remembering sequences but good at remembering patterns;
- are good at seeing how lots of things are connected, how things work;
- are poor at memorising but remember well when they really understand something;
- learn by experience, not from being told;
- are often 'concrete', tactile learners;
- are not good at learning or applying rules or generalisations - they learn from the particular to the general;
- need to make personal connections to remember things;
- learn to read and write by having a personal interest in the subject matter;

- learn better with the help of colour, humour, stories, images;
- in maths, can often get concepts but have trouble with calculation processes and the language of maths.

## Living with dyslexia – a short excerpt

By Dr Barbara Riddick

As parents and teachers know every child is different and children with dyslexia vary considerably in how they respond to their difficulties. As well as their particular personalities the context each child is dealing with especially at school will have a profound influence on their overall attitude to learning and general well being. In my own experience and that of many of the parents I interviewed at primary school a child's relationship with his/her class teacher is crucial with some years being far more positive than others. Again for some children their literacy difficulties become more of a challenge when they enter secondary school whereas for others it can be a fresh start with new subjects like ICT where they can do well and build up their confidence. This is by way of saying that it's difficult to offer general advice on living with dyslexia because everybody's circumstances are so different. That said it does underline that for both parents and children living with dyslexia is a developmental process, where you face different hurdles and challenges as you go along. There's lots of good advice on all the practical things parents and teachers can do, such as helping children to organise themselves, learn good keyboard skills etc so in this article I'm

concentrating on the more subtle social support and encouragement that dyslexia children may need to survive and even flourish in school.

I remember naively thinking when my son was identified as dyslexic at the age of 7, that once he had support to improve his reading the whole thing would be done and dusted. He's now about to embark on a PhD and recently had to have a dyslexia re-assessment so he could still qualify for extra time in exams and the disabled students allowance. I've learnt as have many before me that you need to accept that dyslexia is a lifelong condition but that with the right circumstances and coping strategies you can be successful. Part of that process is being able to hold your head up high and not constantly compare yourself unfavourably to other people because of your faltering reading or inaccurate spelling.

When I interviewed mothers of dyslexic children, I found that many of them under-estimated how much help they gave their children in countering negative comparisons by suggesting to them positive perspectives on their difficulties. So if a child came in from school saying I'm no good at anything, they would say things like, of course you are, you've lots of friends, you're really good at art its just some bits of writing you find hard. Children in turn commented on the importance of this kind of encouraging talk both from their parents and from teachers.

It's important that children know that they are not 'stupid' it is English that is a stupid language, with its strange spellings. Why isn't YACHT spelt YOT! Humour and amazement at the bizarre and perplexing nature of English spelling can help

children to blame the system and not themselves. My personal motto is 'can't spell-what the hell'. Of course it's a tricky balance, children and adults with dyslexia have to survive in a culture that places a high premium on quick and accurate reading, spelling and writing. Helping children to see that this is a game they have to play to some extent and that it's worth improving their literacy skills in order to get where they want is an important part of what parents and teachers can do. Parents who have struggled with reading and writing themselves can sometimes feel guilty about passing on their 'faulty' genes or not helping their children enough with literacy but in my research I found that many dyslexic children named a dyslexic parent or relative as a positive role model for them. Dyslexic parents were also rated as more likely to understand what it was like to be dyslexic by their dyslexic children. Both teenagers and adults with dyslexia named supportive parents (both dyslexic and non dyslexic) who 'believed' in them when they were struggling at school as crucial in helping them to survive such times and become successful in the long run. This support didn't need to be anything elaborate just basic understanding and willingness to appreciate the struggles their child was having and when necessary to explain this to other people. Many of the parents I spoke to stressed the importance of finding something their child could feel good at, especially if they were going through difficult times at school.

A dyslexic university student I interviewed who'd had some difficult times at school, said he was happy now to be dyslexic because it was part of who he was and part of what had made

him a successful film maker. He said his parents had always supported him and understood his problems and it was their belief in him that had helped him get to this point. Hopefully school should be a more supportive environment these days but the enduring and steadfast support of parents is not to be under-estimated.

*Dr Barbara Riddick, Living with Dyslexia (1996) Routledge; Students and Dyslexia (1997) Whurr*

## More Trustees needed

### A note from the Trustees

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Prosiect Dyslecsia Cymru / Welsh Dyslexia Project is a registered charity under the Charities Acts. Our Trustees are the individuals appointed to ensure that the charity carries out its purpose and objectives in accordance with its governing document - Charity Trustees are appointed for what they can contribute in experience and knowledge to a charity and should therefore be able to devote sufficient time and commitment to the charity. Trustees are responsible for upholding the principles of good governance.

Anyone aged 18 or over who is not bankrupt and is not a patient as defined by the mental health legislation can act as a Trustee of a charity. Trustees exercise overall control over the charity's financial affairs and ensure the charity is managed properly.

Prosiect Dyslecsia Cymru / Welsh Dyslexia Project has at present, 4 Trustees and seeks to recruit up to 3 more. Of obvious benefit and interest to us are individuals with a background in

or experience of dyslexia and /or specific learning difficulties as a parent, professional or carer. We also seek individuals with a background in finance and accountancy.

If anyone is interested in becoming a Trustee of Prosiect Dyslecsia Cymru / Welsh Dyslexia Project they may in the first instance contact Michael Davies (Treasurer) for an informal discussion about Prosiect Dyslecsia Cymru / Welsh Dyslexia Project - its role, objectives, financial and management structure and future strategic plans.

An expression of interest should be pursued through submission of a formal CV for consideration by the existing Board of Trustees.

The appointments are unpaid although all Trustees will be properly reimbursed any travel and subsistence expenses incurred on charity business. It is anticipated that there would be 4 meetings per year.

*Contact details for Michael Davies:  
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Ceredigion SA43 2NX  
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07990-813921  
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