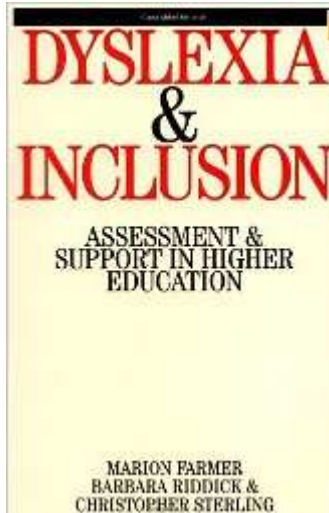


1. "Dyslexia and Inclusion: Assessment and Support in Higher Education"

Farmer, Marion; Paperback; \$58.50

<http://www.amazon.co.uk/Dyslexia-Inclusion-Assessment-Support-Education/dp/1861563140>

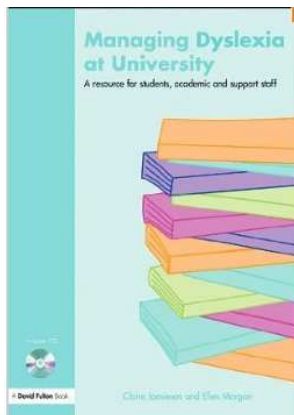
Publication Date: **1 Oct 2002** | ISBN-10: **1861563140** | ISBN-13: **978-1861563149**



This book reflects on issues relating to the assessment and support of students with dyslexia within Universities and other institutions of higher education. It considers primarily how current practice in higher education can be developed to facilitate inclusion. The authors present the results of a series of qualitative and quantitative studies which investigate the coping, adjustment and perceptions of students with dyslexia, and the attitudes, perceptions and support strategies of academic and support staff. The book gives important information and advice and also food for thought for academic and support staff within the University sector who are concerned to improve the educational experience of all students. It should also be of interest to teachers in secondary and further education who are preparing students for higher education. Researchers in dyslexia as well as dyslexic students themselves will also find much to increase their understanding of this complex aspect of individual development.

2. "Managing Dyslexia at University: A Resource for Students, Academic and Support Staff (David Fulton Books)"

Jamieson, Claire; Paperback; \$39.95



<http://www.amazon.com/Managing-Dyslexia-University-Resource-Students/dp/184312341X>

Publication Date: **November 14, 2007** | ISBN-10: **184312341X** | ISBN-13: **978-1843123415** | Edition: **1 Pap/Cdr**

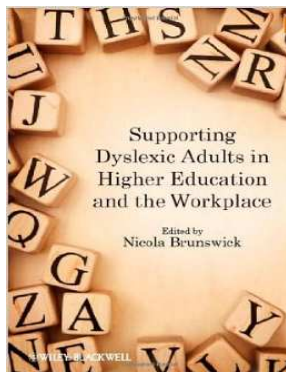
A thorough and comprehensive guide for both education professionals and those affected by dyslexia, this book is predominantly a guidebook. It includes lots of practical advice and is based on the authors' sound knowledge of current theory and practice.

It includes:

- photocopiable materials
- contact and reference details
- personal organisation advice
- ways forward for potential problems
- information on secondary or associated difficulties.

3. "Supporting Dyslexic Adults in Higher Education and the Workplace"

Brunswick, Nicola; Paperback; \$49.95



Book Description

Publication Date: **9 Mar 2012** | ISBN-10: **0470974788** | ISBN-13: **978-0470974780**

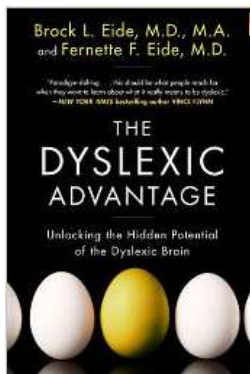
<http://onlinelibrary.wiley.com/book/10.1002/9781119945000>

Supporting Dyslexic Adults provides practical advice in supporting dyslexic adults in education and employment, and guidance on the latest research

- Provides an important overview of current research and practice in supporting dyslexic adults in education and employment, deftly combining academic understanding with everyday issues
- Contributors possess a wealth of practical experience in the field which provides an indispensable guide to the subject
- Case studies are included to capture the immediate experiences of dyslexic adults in education and at work to highlight prevalent issues
- Offers practical advice to adults with dyslexia, from how to disclose their particular needs to employers and colleagues to legal aspects of dyslexia support
- Highlights to employers the particular skills and strengths that dyslexic adults can bring to the workplace

4. "The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain"

Eide M.D. M.A., Brock L.; Paperback; \$10.88



<http://www.scientificamerican.com/article.cfm?id=mind-reviews-the-dyslexic-advantage>

by Brock L. and Fernette F. Eide. Hudson Street Press, 2011

Perhaps the most challenging part of being dyslexic is the misconception that it makes people unintelligent or slow. In response, Brock and Fernette Eide have delivered a compelling call to action in their new book *The Dyslexic Advantage*: it is time to stop classifying dyslexia as a learning disability and start appreciating that different brain-wiring patterns allow people to process information in unique ways. When it comes to learning, they argue, there is no good or bad, right or wrong, only a difference in style, which should be fostered rather than corrected.

Although people with dyslexia may struggle with the fine-processing skills of reading and writing, often unintentionally interchanging letters and words, they can excel at “big picture” thinking. People with dyslexia frequently prefer thinking in narrative form, a proclivity that makes them natural storytellers, and they tend to have exceptional spatial navigation skills, visualizing 3-D structures with ease.

The Eides present functional MRI studies to illustrate what is different about the dyslexic brain. For instance, imaging shows that when people with dyslexia read, the right side of their brain dominates, which might help them absorb bigger themes in a text. They also exhibit deficits, however, in parts of the left hemisphere associated with reading and writing and understanding symbols. The nondyslexic brain splits the task more evenly between hemispheres.

The authors interweave case studies from their own psychological practice with current research on dyslexia. They also highlight a few of the world’s dyslexic elite, such as acclaimed novelist Anne Rice and entrepreneur Richard Branson, both of whom struggled with traditional schooling before using their unique skills to thrive. Although it would be easy to assume that Rice and Branson flourished because they triumphed over their disability, the Eides contend that they succeeded *because of*

their condition. Being dyslexic allowed them to break from conventional ways of thinking to dream of fantastic new worlds and create alternative solutions to vexing problems.

Despite offering a fresh perspective on dyslexia, the Eides agree with traditional psychologists on the need to intervene at an early age. But unlike their contemporaries, the authors are looking not to fix perceived weaknesses but rather to foster the individual strengths each child displays.

<http://www.amazon.com/The-Dyslexic-Advantage-Unlocking-Potential/dp/0452297923>

"A must read for parents, educators, and people with dyslexia." -Gordon F. Sherman, Ph.D., Past-President International Dyslexia Association

Did you know that many successful architects, lawyers, engineers—even bestselling novelists—had difficulties learning to read and write as children?

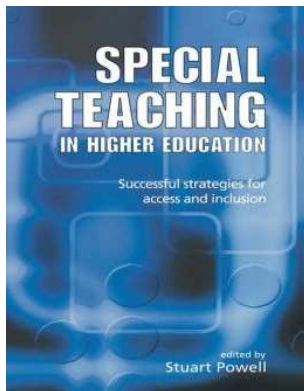
In this groundbreaking book, Brock and Fernette Eide explain how 20% of people—individuals with dyslexia—share a unique learning style that can create advantages in a classroom, at a job, or at home. Using their combined expertise in neurology and education, the authors show how these individuals not only perceive the written word differently but may also excel at spatial reasoning, see insightful connections that others simply miss, understand the world in stories, and display amazing creativity. Blending personal stories with hard science,

The Dyslexic Advantage provides invaluable advice on how parents, educators, and individuals with dyslexia can recognize and use the strengths of the dyslexic learning style in: material reasoning (used by architects and engineers); interconnected reasoning (scientists and designers), narrative reasoning (novelists and lawyers); and dynamic reasoning (economists and entrepreneurs.)

With prescriptive advice and inspiring testimonials, this paradigm-shifting book proves that dyslexia doesn't have to be a detriment, but can often become an asset for success.

5. "Special Teaching in Higher Education: Successful Strategies for Access and Inclusion"

Powell, Stuart; Paperback; \$44.49



<http://www.barnesandnoble.com/w/special-teaching-in-higher-education-stuart-powell/1101591538?ean=9781135726829&isbn=9781135726829>

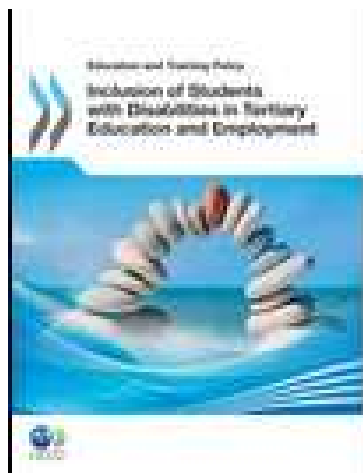
Overview

Covering the Special Educational Needs and Disability Act (SENDA), this book addresses the learning needs of impaired and disabled students. It suggests effective responses for those designing and delivering the curriculum and discusses flexible teaching strategies.

An essential purchase for any education professionals wanting to implement best practice when catering for those with particular needs - whether lecturers, course developers, course leaders or learning and teaching interest groups.

6. "Education and Training Policy Inclusion of Students with Disabilities in Tertiary Education and Employment"

OECD Organisation for Economic Co-operation and Development; Paperback; \$39.00



http://www.oecd-ilibrary.org/education/inclusion-of-students-with-disabilities-in-tertiary-education-and-employment_9789264097650-en

Publication Date :16 May 2011

Pages : 144

ISBN : 9789264097650 (PDF) ; 9789264097414 (print)

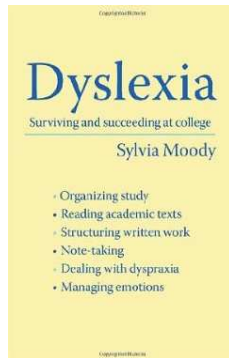
This book examines the transition of young adults with disabilities from school to tertiary education and work. It analyses the policy experiences of several OECD countries and identifies recent trends in access to education and employment as well as best transition policies and practices. Which factors foster or hinder the transition to tertiary education and work? What are the strengths and weaknesses of policies and support given to young adults with disabilities? What strategies exist in upper secondary schools and tertiary education institutions to smooth this transition and what are their strengths and weaknesses?

It shows that access to tertiary education for young adults with disabilities has improved significantly over the past decade. However, despite the progress that has been made, the transition to tertiary education is still harder for young adults with disabilities than it is for other young adults. Students with disabilities are also less likely than their non-disabled peers to successfully complete their studies, or to access employment.

The book also provides policy recommendations for governments and education institutions. These recommendations are designed to give young adults with disabilities the same success and transition opportunities that other young adults already enjoy and to improve hereby their right to education and to inclusion.

7. "Dyslexia: Surviving and Succeeding at College"

Moody, Sylvia; Paperback; \$18.66



<http://www.amazon.co.uk/Dyslexia-Surviving-Succeeding-at-College/dp/0415430593>

Book Description

Publication Date: **24 May 2007** | ISBN-10: **0415430593** | ISBN-13: **978-0415430593** | Edition: **New edition**

Dyslexia: Surviving and Succeeding at College is a practical and easy-to-read guide for dyslexic and dyspraxic students. Clearly and simply written, in a dyslexia-friendly format, it addresses not just study skills, but also more general aspects of coping with student life.

Each chapter includes step-by-step strategies which can be put into practice from the very first day at college. You will learn how to develop effective study skills such as:

- reading strategies to improve your accuracy and comprehension skills
- how to make your note-taking efficient and useful for essay writing
- feeling confident in contributing to seminars
- memory strategies for study and everyday life
- how to organise your time and plan your work.

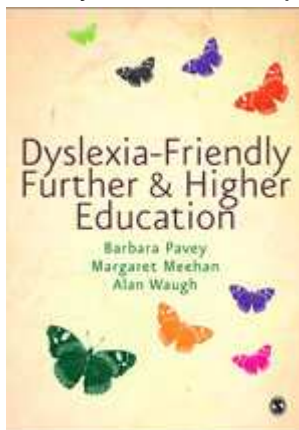
Sylvia Moody recognises that adapting to student life generally is as important as developing study skills. Guidance is given to assist you in finding your way around campus, building relationships with tutors, managing emotional development and preparing for the world of work. Full of invaluable self-help strategies, this book will empower you to improve your skills in all areas.

The book will also be useful to subject tutors who wish to learn about dyslexia, and to dyslexia tutors and co-ordinators who want to give practical advice to their students.

Dr Sylvia Moody is a freelance writer and psychologist specialising in adult dyslexia.

8. "Dyslexia-Friendly Further and Higher Education"

Pavey, Barbara; Paperback; \$55.00



<http://www.uk.sagepub.com/books/Book233077>

Written by authors with extensive experience of working with students with dyslexia, this book provides clear guidance and practical strategies for dyslexia-friendly practice for those working with young people aged 14 to 19 and adults in education or work-based training.

Looking at how dyslexia impacts on learning, the authors suggest ways to improve the learning environment and explain how to help students develop the basic skills that will help them to make the transition from study to employment. Building on the latest research and understanding of dyslexia, they also consider overlapping characteristics, emotional and social issues and funding.

The book includes:

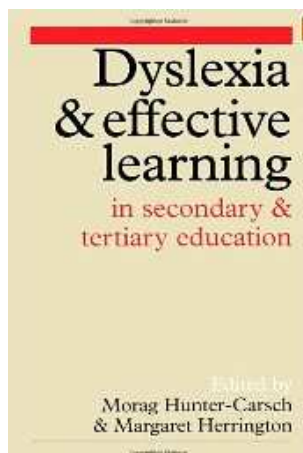
- visual chapter summaries
- case studies drawn from practice
- ideas for dyslexia-friendly written work, and lab and bench work
- international perspectives
- a selection of resources
- model lesson plans and useful checklists

This is essential reading not only for those studying dyslexia-focused programmes at Master's level, but also for mainstream practitioners wishing to improve their dyslexia knowledge and practice, and an ideal resource for professionals working in a school, college, university or adult setting, or delivering training and consultancy in this field.

Barbara Pavey is a Senior Lecturer in Education at York St John University. Margaret Meehan is the Dyslexia Coordinator at Swansea University. Alan Waugh is Programme Area Manager for Additional Support at City College, Coventry.

9. "Dyslexia and Effective Learning in Secondary and Tertiary Education"

Hunter-Carsch, Morag; Paperback; \$90.00



http://www.researchandmarkets.com/reports/2222936/dyslexia_and_effective_learning_in_secondary_and

Book Description

Publication Date: **15 Oct 2001** | ISBN-10: **1861560168** | ISBN-13: **978-1861560162**

Recent policy initiatives illuminate the need for greater teacher awareness about dyslexia in secondary and tertiary education. Yet the debates about dyslexia are often narrowly based and can exclude some teachers. This book attempts to open up the debate by bringing together different ways of talking and thinking about dyslexia. Fundamental questions about how to respond to dyslexia in teaching and support contexts are addressed and the significance of “exploratory conversations” between learners and tutors is recognised. The need to restructure “the structured approach” and to consider meta–affectivity as well as metacognition is explored. Practitioners in both secondary and tertiary sectors can gain ready access to contributions from internationally respected writers and teachers in the field. Alan Hurst’s preface refers to this important book as paving the way to a more truly inclusive attitude and approach to education in and beyond compulsory schooling.

Introduction.

Bridging The Gap.

Part One. Learning in a Secondary school Context.

2. Dyslexia in Adolescence, A Five Year Follow up Study.

3. learning Support in The Secondary School, Needs Analysis.

4. Shaping Policy and practices in Secondary Schools, Support for Learning.

5. Multllingualism and dyslexia.

6. Spelling Support in Secondary Education.

7. Effective Learning in the Secondary School, Teaching Students With Dyslexia to Develop Thinking skills.

8. Supporting Communication in Education,

Part Two, Learning in tertiary Education Contexts.

9. Adult Dyslexia, Partners in Learning.

10. Adult dyslexia, Assessment, Counselling and Training, a. Further Education.

11. effective Support for Adult Learners.

12. Effective Support in Further education.

13. Staff Development in Further Education, Higher Education.

14. A learning Styles and Memory Strategies Questionnaire for The Identification of spld in Higher Education.

15. An Approach to Learning Support in Higher education.

Morag Hunter-Carsch University of Nottingham.

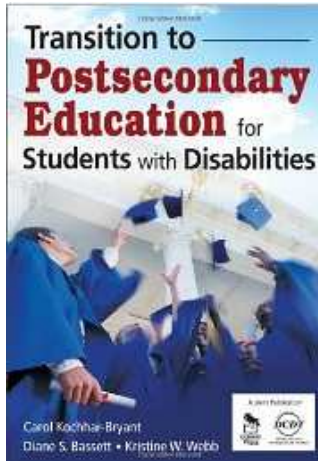
Margaret Herrington University of Leicester.

From the Back Cover

Recent policy initiatives illuminate the need for greater teacher awareness about dyslexia in secondary and tertiary education. Yet the debates about dyslexia are often narrowly based and can exclude some teachers. This book attempts to open up the debate by bringing together different ways of talking and thinking about dyslexia. Fundamental questions about how to respond to dyslexia in teaching and support contexts are addressed and the significance of “ exploratory conversation “ between learners and tutors is recognised. The need to restructure â the structured approachâ and to consider meta–affectivity as well as metacognition is explored. Practitioners in both secondary and tertiary sectors can gain ready access to contributions from internationally respected writers and teachers in the field. Alan Hurstâ s preface refers to â this important bookâ as paving the way to a more truly inclusive attitude and approach to education in and beyond compulsory schooling.

10. "Transition to Postsecondary Education for Students With Disabilities"

Kochhar-Bryant, Carol A.; Paperback; \$35.11



<http://www.amazon.com/Transition-Postsecondary-Education-Students-Disabilities/dp/1412952794>

- **Paperback:** 248 pages
Publisher: Corwin (October 1, 2008)
Language: English
ISBN-10: 1412952794
ISBN-13: 978-1412952798

Book Description

Publication Date: **October 1, 2008** | ISBN-10: **1412952794** | ISBN-13: **978-1412952798**

This comprehensive, practical book provides user-friendly tools for creating transition plans to help students with disabilities successfully put their goals into action and navigate postsecondary environments.

Editorial Reviews

Review

"While secondary educators have improved opportunities for the development of skills necessary for academic success and transition to the next setting, there is a need for practitioner-friendly information on what persons with disabilities need to access postsecondary education and careers as well as how their participation in these areas can improve their outcomes. Kochhar-Bryant, Bassett, and Webb do a fine job in responding to this need." (Michael J. Ward, Coordinator, Transition Special Education Distance Education Certificate Program 20080623)

"A primer for teaching all students with special needs who are moving from the protective environment of our secondary schools to self-reliance, self-advocacy, and

independence. This book fills a noticeable gap in our profession's ability to identify the key elements, strategies, and resources required for successful transition into postsecondary education. Moreover, this book is a lifeline for parents who are asking what's next, where do we go from here, and who can we go to for services when needed." (Robert N. Ianacone, Former President 20080623)

"Meets the need for a comprehensive set of strategies for assisting young adults' transition to postsecondary education and work environments. The book is well-written, easy to read, and addresses many facets and avenues for transitioning effectively. A must-have!" (Jane Williams, Former Professor and Chairperson, Department of Special Education 20080623)

"Today, students with disabilities have more postsecondary options than ever before. They need to make knowledgeable decisions about their futures. This timely resource provides critical guidance educators and families need to help students transition into postsecondary education and careers with purposeful success. The authors offer a powerful storehouse of information and suggestions that fills a longstanding vacuum in our professional resources." (Patricia K. Ralabate, Senior Policy Analyst 20080812)

About the Author

Carol Kochhar-Bryant is a professor of special education at the George Washington University. For 21 years she has developed and directed advanced graduate and doctoral leadership preparation programs related to secondary and transition services for youth with disabilities. She teaches courses in special education, legal issues and public policy, systemic change and leadership, and interdisciplinary planning and development. She currently consults with public school districts, state departments of education, and federal agencies, and has collaborated in international special education and transition policy research with the World Bank and the Office of Economic Cooperation and Development. She has conducted evaluations of state systemic reform initiatives, national technical assistance centers, transition services in correctional systems, and a variety of community-based agencies. Kochhar-Bryant is a former teacher of individuals with intellectual disabilities, a residential program director, case management program director, and evaluator. She is widely published in the areas of disability policy, leadership development, interagency service coordination, career-vocational programming, and secondary-to-postsecondary transition for special learners. She is past president of the Division on Career Development and Transition of the International Council for Exceptional Children.

Diane S. Bassett is a professor in the School of Special Education at the University of North Florida. She specializes in special education in elementary, secondary, and postsecondary institutions, and in both secondary and postsecondary settings. She coordinates the Generalist Masters Program and teaches coursework in secondary and postsecondary settings. Her research focuses on transition from school to adulthood for students with exceptionalities, self-advocacy and transition planning in a standards-based system. Bassett is the coauthor of two books, *Student-Focused Core Instruction and Standards-Based Education: Issues and Strategies*. Her other publications center on transition planning for students with mild/moderate disabilities, and efficacy-based transition practices. Bassett is a past president of the Division for Career Development and Transition (DCDT) and was awarded the DCDT Distinguished Career Award for her work in transition. At UNCO, she has been awarded the Provost's College of Education Outstanding Scholar Award and Outstanding Service Award, the Outstanding Professor Award.

Kristine W. Webb is an associate professor in the Department of Exceptional Student Services and the Center for Exceptional Student Services at the University of North Florida (UNF). Webb is a past president of the Division for Career Development and Transition (DCDT), an organization dedicated to improving life for adults with disabilities. She was awarded the Outstanding Faculty Service Award at the University of North Florida and was a CASE Undergraduate Teaching Award nominee and received the Outstanding Undergraduate Teacher Award. She was awarded the Transition Champion by the Division for Career Development and Transition and served as the director of the Florida Network: Information and Services for Adults and Postsecondary Settings at the University of Florida. Prior to that position, she was the coordinator of a collaborative program between the University of New Mexico and the University of Florida. Before her own transition to higher education, Webb was a high school teacher in New Mexico. Along with her interest in teacher preparation, Webb has a long-standing passion for providing postsecondary education experiences for individuals with disabilities, family involvement and collaboration with disabilities.

11. "E-Learning and Disability in Higher Education: Accessibility Research and Practice"

Seale, Jane; Paperback; \$54.95



Publication Date: **July 9, 2006** | ISBN-10: **0415383102** | ISBN-13: **978-0415383103** | Edition: **1**

http://books.google.co.uk/books/about/E_Learning_and_Disability_in_Higher_Educ.html?id=2d67isitcYUC

Most practitioners know that they should make e-learning accessible to students with disabilities, yet it is not always clear exactly how this should be done. E-Learning and Disability in Higher Education evaluates current practice and provision and explores the tools, methods and approaches available for improving accessible practice.

Examining the social, educational and political background behind making e-learning accessible in higher and further education, this book considers the role of and provides advice for, the key stake-holders involved in e-learning provision: lecturers, learning technologists, student support services, staff developers and senior managers.

Key topics covered include:

- the opportunities that e-learning can offer students with disabilities
- the impact of accessibility legislation, guidelines and standards on current e-learning practices
- the reliability and validity of accessibility related evaluation and repair tools
- practical guidelines for 'best practice' in providing accessible e-learning experiences.

E-Learning and Disability in Higher Education is valuable reading for all practitioners and researchers involved in the design and delivery of accessible e-learning in higher, further and distance education.