



July 2008

news



Eva Gyarmathy

The specialists are available on the home page of the Napkör Foundation  
[www.nap-kor.hu](http://www.nap-kor.hu)

and the Hungarian Dyslexia Pages  
[www.diszlexia.hu](http://www.diszlexia.hu)

The centre can also be contacted by phone (36 30 653 5290) and e-mail  
[diszlexia@gmail.com](mailto:diszlexia@gmail.com)

## Adolescent and Adult Dyslexia Centre in Hungary

Hungary

The trainings of the project Adystrain, as well as Project Include, a former project which published materials helping adult dyslexics on the internet, have drawn attention to the problems of adult dyslexics. Indeed, many people still believe that dyslexia is a childhood “problem. Such a specific disorder, however, can cause a number of different difficulties in adolescence and adulthood, as well, and it often never even turns out why someone cannot achieve according to their abilities.

Regular failures caused by the disorder can easily lead to problems of self-esteem and even mental disorders. Dyslexia is, therefore, a problem of mental hygiene.

The treatment of mental disorders in themselves is, however, not efficient, nor is giving help in learning and life style in itself. The provision of adult dyslexics is only efficient when both individual abilities and problems of mental hygiene are taken into account.

In collaboration with specialists of mental hygiene with an interest in adult dyslexia, we have founded a methodological and therapeutic centre in March 2008, where adolescent and adult dyslexics, even those also suffering from hyperactivity/attention deficit disorders, can receive multilevel provision.

*The following services are available, which can be chosen on an individual basis according to the person's abilities, circumstances and needs:*

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <b>A</b> Assessment of abilities    | <b>E</b> English language teaching |
| <b>B</b> Life style counselling     | <b>F</b> Sensory-motor training    |
| <b>C</b> Teaching learning methods  | <b>G</b> Psychotherapy             |
| <b>D</b> Reading skills development |                                    |

*As of September, the centre will host regular weekend trainings and a self-support group. For further details, visit [www.wdnf.info](http://www.wdnf.info) include*



Dr. Alder from AMS Vienna reading our handouts

## At the Public Employment Service Austria AMS

The Public Employment Service Austria (AMS <http://www.ams.at/english.html>) is Austria's leading provider of labour-market related services. It is matching candidates with job openings and assist jobseekers and companies which turn to AMS by offering advice, information, qualification opportunities and financial assistance. The AMS is a support partner within our project networks. On July 8, Dr. Eva Riemer and Dr. Petra Rietsch presented the project results of EDysGate and ADYSTRAIN to AMS. Dr. Alder who is in charge for Organisational Development and Gender Mainstreaming was very pleased

to try the EDYSGATE learning games and to hold in hands the German version of the ADysTrain training modules. Potential ideas on how to improve the awareness on dyslexia issues at AMS were born at our meeting. The first step is to disseminate the project results inside of AMS. AMS trainers who train unemployed for new tasks and consultants who offer service to firms can try and download the material from the AMS website. The next step will be to meet in September/October with other heads of departments to find out other possibilities like workshops, etc.

*Petra Rietsch (ELC)*

## ADysTrain – one very successful Leonardo Da Vinci project is running in Bulgaria

ADysTrain is a project for trainers in the field of adult training and for high-level personnel in leadership positions as well as high and mid-level management. Look again at those you work with. Understand how to get the best from those who may have reading and writing difficulties, and may need a different approach to learning than others. And the results will be rewarding for you, for your organisation, and for the dyslexic individual themselves.

At the end of March in Ruse city, Bulgaria there were executed two pilot training workshops, according to the aims of the project ADysTrain: one for

trainers and lecturers and one for owners/entrepreneurs, managers and human resource responsible staff. The training organisers were EURO-training, non governmental and non profit making organisation from Stara Zagora together with Bulgarian Dyslexia Association from Ruse. Twelve printed training modules in Bulgarian language were introduced and actively used in the training, covering all aspects of the dyslexia phenomena. The web site of the project [www.adystrain.org](http://www.adystrain.org) was presented and used for feedback and evaluation.

*Christomir Zafirov, EURO-training*





**AUSTRIA – FH  
JOANNEUM**

*Bernadette Frech  
Thomas Schmalzer*

## Prepare your texts dyslexia-friendly

### Disclosing the secret characteristics of dyslexia-friendly written materials

Dyslexic individuals can be as effective as anybody else if the environment is aware of some basic rules helping everybody to understand written information more easily. Well edited, structured information gives far better possibility to acquire knowledge than any other types of materials. Thus, what characterizes material that is easily readable even for dyslexics? Below you find some easy-to-apply characteristics for making your texts dyslexia friendly:

- **Use short lines**
- **Choose Arial, or perhaps Comic Sans as**
- **Take pale yellow-coloured paper**
- **Use legible, but not sharp-coloured letters**
- **Build sentence with an average length of 15 to 20 words**
- **Be concise**
- **Use bullet points wherever possible**
- **Use simple, but not patronizing, vocabulary**
- **Use the active rather than the passive voice**
- **Introduce new ideas when others are consolidated**
- **Avoid cross-references wherever possible**
- **Use illustrations to help to provide clear meaning**
- **Obtain feedback from the user group**

If you want to learn more about dyslexia-friendly material preparation you can download our e-book at the [www.adystrain.org](http://www.adystrain.org) website.



←  
Back to ADysTrain website



**eBook for trainers and lecturers**

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[www.adystrain.org](http://www.adystrain.org)

## How a docent can help dyslexic students: teaching methods

Austria

The following teaching methods are not only good for dyslexic students, they were found to support the study progress of all students.

- I give lectures notes (handouts) in advance of a lecture. We use at our university an E-Learning platform to which lecturers can upload all study materials. It is the obligation of the students to download and print the handouts in time.
- I allow to record my lectures, but so far no students asked me for that;-).
- Of course, I start the lecture with an overview of the whole lecture to provide a comprehensive picture of the lecture.
- I present information in a variety of formats (graphics, tables, diagrams). I do not like to have too many power point slides because I often prefer to tell examples, success stories etc.

by Dr. Petra Rietsch, docent  
 at the University of Economics and Business Administration Vienna

TRIZ  
 in Business und Management



## E-Business: Modell

- Abgehen vom Konkreten,
- Herausheben des Wesentlichen aus dem Zufälligen,
- Weglassen von Unwesentlichem,
- Erkennen gleicher Merkmale

