

	<p><b>Inspiration</b> can be used also to make an essay plan and this can be hyperlinked to her research mind maps. Thus, large chunks of information can be broken down into small key points and then re-constructed into a large chunk or essay.</p> <p><b>TextHELP Read and Write</b> can assist with her proof reading and composition given its comprehensive set of features e.g. homophone detection, advanced spell checking and text prediction.</p> <p>I have recommended the <b>Gold</b> version of TextHELP for three additional reasons:</p> <ul style="list-style-type: none"> <li>• The Gold version comes with OCR software which will work in tandem with the book scanner</li> <li>• [REDACTED] needs to be able to access PDF files on-line and this version of the software will enable her to have them read aloud;</li> <li>• She wanted to record TextHELP reading certain texts as MP3 files. She could listen to these repeatedly on her solid state recorder to assist in the assimilation of information.</li> </ul> <p>Text to speech allows the user a context before the student begins his/her research. The strategy is very straightforward in that it is easier to read a piece of text if it is given a context much in the same way as one would read a review of a book or at least discover its genre before an initial reading takes place. <u>It is not meant to serve as a replacement to reading and/or proof reading.</u></p>
<p><u>Enhanced Proofreading</u> <b>Colour Inkjet</b> or Laser Printer</p>	<p>[REDACTED] needs to ensure that the background colours being used by Windows are appropriate and a brief demonstration should be included in her training:</p> <ul style="list-style-type: none"> <li>• Right click on the desktop and select <i>properties</i>;</li> <li>• Select the <i>appearance</i> dialog box;</li> <li>• Click on <i>advanced</i> and then click in the area referred to as <i>window text</i>;</li> <li>• You can now select any colour you need for windows text or colour 1.</li> </ul> <p>A <b>budget inkjet printer</b> will complement all of her compensatory strategies as she can incorporate colour in her work. This should become an integral part of her proof reading strategies.</p>
<p><u>Enhanced Note-taking</u> <b>Typing</b> or recording</p>	<p>[REDACTED]'s remaining area of concern related to note-taking in a lecture situation. She agreed that she</p>

	<p>should record lecturers/tutorials with which she feels she is having problems. She can use her mind mapping technique during the tutorial/placement to take basic outline notes. She can embellish these outline notes subsequently with more details from the recordings – these should be combined with any handouts/reading lists etc. A <b>Solid State recorder</b> would be the most suitable as she will be studying in a variety of teaching spaces. In order to obtain high quality digital recordings she will need to use a <b>uni-directional microphone</b>.</p>
<u>Enhanced Time Management</u>	<p>In this case, she can use MS Outlook to ensure that she keeps abreast of her appointments. This will also allow her to create a 'to do' list.</p>

### Personal Support (Non medical helpers)

Support/Strategy	Evaluation Details
<p><b>IT Training for the enabling strategies recommended</b></p>	<p>A number of complex strategies have been recommended above and [REDACTED] will need <b>1 day</b> of intensive <b>IT training</b> in order to familiarise herself with the enabling technologies recommended. This training should focus on the strategies recommended above:</p> <ol style="list-style-type: none"> <li>1. Improving her typing speed;</li> <li>2. Using MS Outlook to assist with her time management and organisation;</li> <li>3. Using MS PowerPoint to assist with her reading aloud problems in a presentation context;</li> <li>4. Scanning material for research purposes;</li> <li>5. Using text to speech to assist reading comprehension;</li> <li>6. Using Highlighting within MS Word;</li> <li>7. Using mind mapping software to construct research maps of key notes;</li> <li>8. Creating hyperlinks to documents within a folder;</li> <li>9. Creating mind maps to assist with the structuring of essays;</li> <li>10. Using Read and Write to assist with composition and proofreading;</li> <li>11. Using mind mapping to assist with taking lecture notes;</li> <li>12. Using a recorder to assist with the double reinforcement strategy;</li> <li>13. Using track changes on the recorder.</li> </ol>
<p><b>Non Subject Specific Study Skills</b></p>	<p>[REDACTED] will require <b>one hour per week</b> of study skills assistance with a dyslexia-trained tutor who can assist with her developing new strategies with respect to her</p>