

Learning differently



Erasmus+



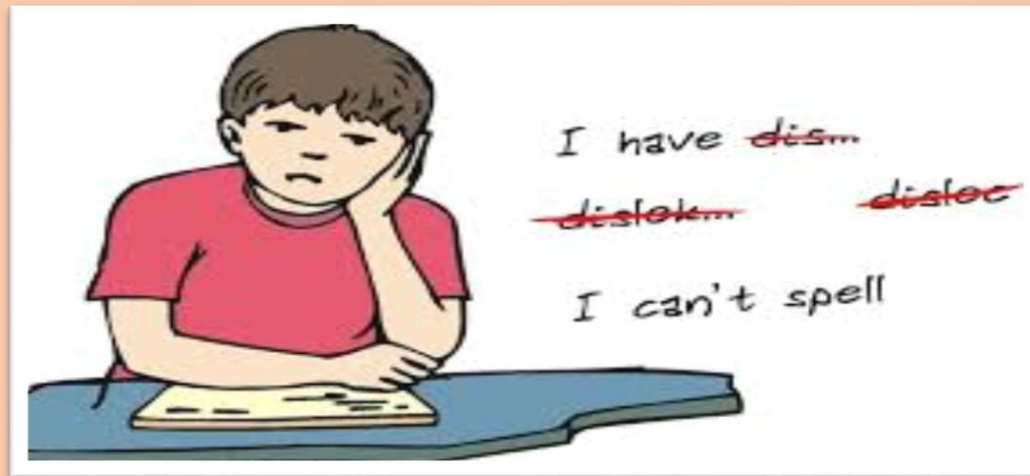
eTwinning



Dyslexic?

WHAT IS DYSLEXIA?

- many different views
- specific learning difficulty (along with dysgraphia and dyscalculia)
- everyone agrees- children with dyslexia –much greater difficulty learning to read and spell than would be expected



- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed (The British Dyslexia Association)

FACTS ABOUT DYSLEXIA

- dyslexia is quite common learning problem (5-10% of the world population); 1 of every 10 children is dyslexic
- boys are much more likely to have dyslexia (3:1)
- dyslexia runs in families
- dyslexia is not caused by left-handedness
- warning signs in preschool period:
 - difficulties with speech and language
 - difficulties with awareness of speech sounds
 - difficulties with learning alphabet letters

- is not a result of either lack of intelligence or desire to learn
- life-long condition; with proper help and teaching methods, children with dyslexia can learn successfully
- dyslexia is not a result of: poor cognitive disabilities, visual or hearing difficulties, poor teaching, unsupportive social background

SIGNS OF DYSLEXIA

- a noticeable difference between the pupil's ability and their actual achievement
- problems with an aspect of spoken language known as phonological processing (they cannot easily break a spoken word into its separate sounds, or put the sounds together)
- good phonological skills (relationship between sounds and letters) are important for reading and spelling
- severe spelling problems (much more than with reading); spelling errors in written work look like those made by younger children

- problems learning the names of spoken sounds and letters (alphabet)
- struggling to learn sequences, such as days of the week or the alphabet
- confusion over left and right, directions, opposites
- difficulty following 2 or 3- step instructions
- slow reading (one letter or syllable at the time), poor comprehension, lack of enjoyment of reading

Rehder and O'Connor (1988, unpublished) sponsored a longitudinal study in which subjects were given a battery of 90- word tests on basic academic subjects, reading comprehension, reading accuracy, and rate of reading. After a year, Wood (1987) evaluated the results of the tests of 23 remedial high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of 18-ETS, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 100 random letters in 20 lines of

- making errors when reading aloud: omitting, substituting or adding letters, syllables or words
- changing letters according to visual or hearing similarity (b-d, p-t, k-g, m-n, z-s)
- skipping rows when reading; returning to already read
- writing letters or numbers backwards (6 instead of 9; b instead of d)



- slow writing speed, poor handwriting
- difficulties copying from the board; writing dictations
- answering questions well orally, but having difficulty writing the answer down

Dyslexia

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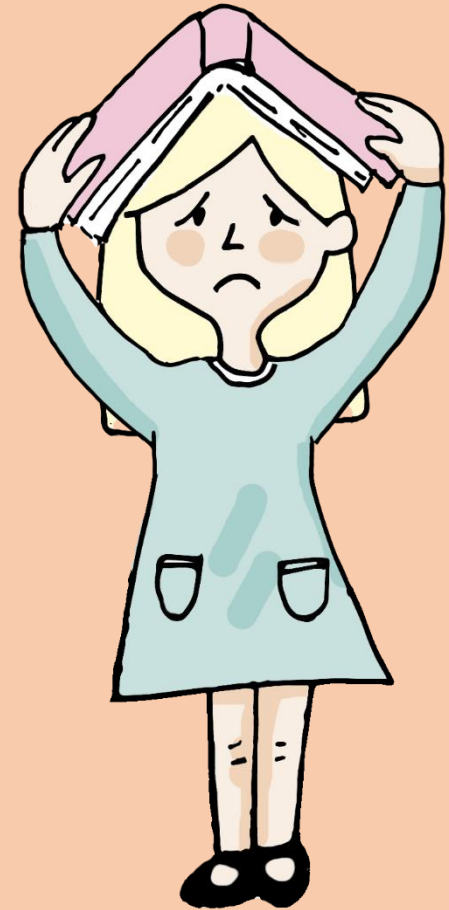
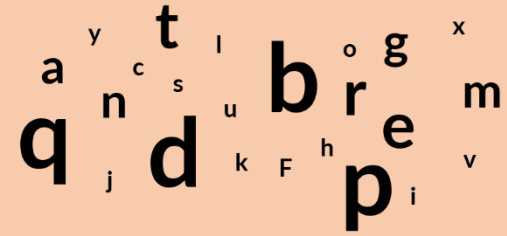
Dyslexia is a neurological disorder that usually affects people of average or superior intelligence. Dyslexic individuals have an impaired ability to recognize and process words and letters.

Dyslexia usually shows itself in the tendency to read and write words and letters in reversed order; sometimes similar reversals occur in the person's speech. Dyslexia has been shown to be treatable through patient instruction in proper reading techniques.

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ASSOCIATED PROBLEMS

- 70% often have other difficulties too
- memorizing (poor short-term memory)
- poor fine motor skills
- difficulties in time and space orientation



- difficulties with numbers (dyscalculia)- hard to learn numbers, counting slowly
- problems concentrating
- secondary consequences: bad self-image, lack of confidence, problems with motivation, behaviour problems –refuse or fail to do their work (negative views about their own achievements and abilities)

TEACHING STRATEGIES

- apply individual approach to each pupil
- provide more additional time on tests
- speak slowly and repeat important points several times
- explain tasks more than once
- avoid small prints, overcrowded text

- summarize the main points
- **highlight** key points (words) on the board during session
- provide copy of notes in advance
- write key sentences in different colours on the board (not more than two colours)
- draw visual mind map

WAYS OF LANGUAGE ADJUSTMENT OF TEXT MATERIALS

- shorten the text
- use shorter and simplified sentences
- simplified vocabulary (short phrases, words, sentences)
- make a dictionary of main, important terms
- use visual support (images, flash cards)

ADJUSTING WRITTEN MATERIALS

- use a sans-serif font, such as Arial, Verdana, Tahoma
- use a large font size, double spacing
- line spacing should be 1,5 or double
- align text to the left or centrally
- bold the key words (**avoid underlining**)
- circle the important parts of the text

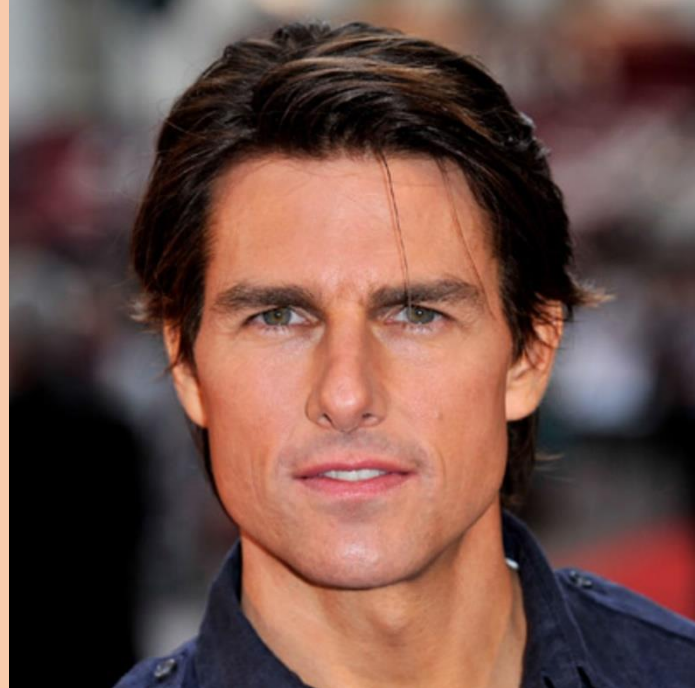
- do not use more than two colours at the same time
- dark texts on a pastel background work best (dark blue on cream); avoid white writing on a dark background
- separate the paragraphs



CONCLUSION

- early identification is important (before confidence and motivation have been lost)
- the age when the difficulties are recognized will make a difference to how well the child progresses
- children with mild dyslexia may overcome their reading problems by the age of 13-14 according to the help given at school and at home (with parents doing the best they can)

- famous people with dyslexia: Leonardo da Vinci, Albert Einstein, Winston Churchill, Picasso, Jennifer Aniston, Tom Cruise, Keira Knightly, Whoopi Goldberg, Steven Spielberg, Cher



<https://www.youtube.com/watch?v=IEpBujdee8M>

<https://www.youtube.com/watch?v=zafiGBrFkRM&t=3s>

<https://www.youtube.com/watch?v=11r7CFIK2sc>

Thank you for
your attention

