

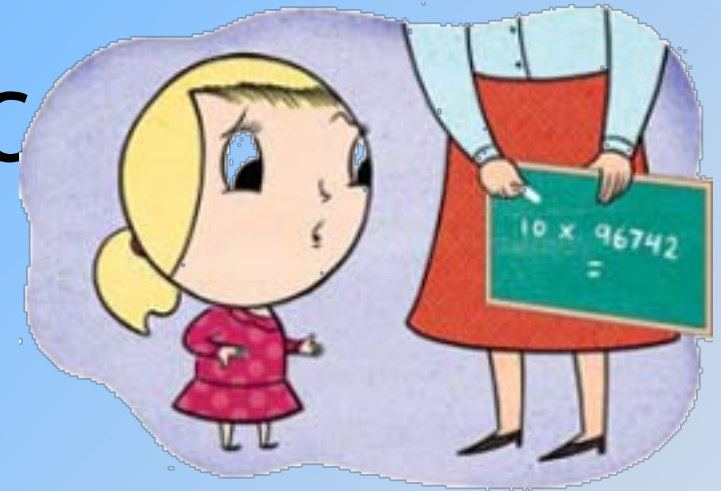


Comenius  
Multilateral  
School Partnership  
2012-2014

**GUIDE  
FOR  
TEACHERS**

Understanding  
and supporting  
dyslexic child  
in the early age

# WHAT ARE THE SPECIFIC LEARNING DISORDERS



SpLDs are neurological disorders that do not affect intelligence, but they only cover specific areas of learning.

- **Lettura**
- **Scrittura**
- **Calcolo**

These disorders tend to be persist over time.

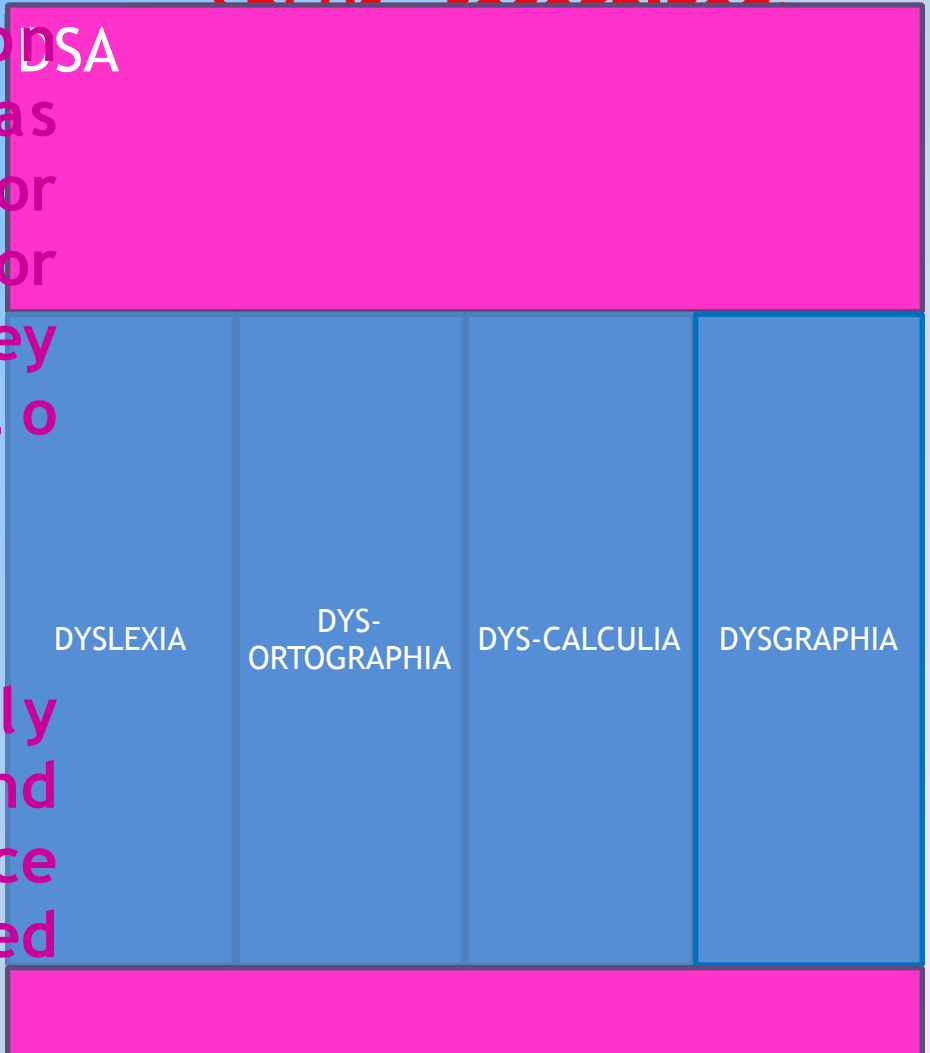
Dyslexia is a SpLDs which involves specific difficulties faceable successfully through appropriate strategies and appropriate tools.

WHAT ARE THE SPECIFIC  
LEARN

SpLDs recognized

SpLDs do not depend on external factors, such as socio-cultural disadvantage or poor schooling, or sensory or mental disabilities, but they are only related to dysfunction of the central nervous system.

The student, adequately supported, can mitigate and compensate the disturbance and achieve all the planned objectives.



# WHAT IS DYSLEXIA

## FEATURES

- The underlying disorder of dyslexia is due to the alteration of a gene on chromosome 6, more common in males, which causes a difficulty in the recognition of graphemes and their translation into phonemes and vice versa.
- In most cases, when it is in the presence of a dyslexic student, there is also a parent or ascending with the same disorder.
- Unlike other SpLDs, dyslexia involves in particular a difficulty reading aloud, combined with difficulties in understanding the text.



## TRUE OR FALSE?

	True	False
The dyslexic individuals are not intelligent		x
The dyslexic individuals are unable to implement		x
The mirror writing is a symptom of dyslexia	x	
The dyslexic individuals are not able to understand a text		x
Dyslexia disappears with age		x
The ocular gymnastics attenuates dyslexia		x
The dyslexic individuals do not like to read aloud	x	





# HOW TO IDENTIFY DYSLEXIA

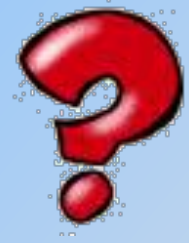
## Didactic problems

## Behavior signal

- Persistent difficulty in discriminating left-right
- Haste or too slowly
- Replacement of similar sounds
- Difficult to memorize poems, lists, songs and nursery rhymes
- Difficulties in short-term memory
- Attention difficulties
- Persistent difficulty to tie your shoes, buttoning / unbuttoning, use cutlery and scissors.

- Inadequate organization in the use of graphic space
- Persistent trouble staying within the margin of staining
- Exchange of letters and numbers due to the difficulty in recognize in the different typefaces
- Obvious difficulty copying from the blackboard
- Replacing similar graphemes
- Loss of the line and jump of words while reading
- Low self-esteem (due to the difficulty of reading aloud)
- Excessive use of avoidance strategies of the task

# WHEN IDENTIFY IT



- Although it is possible to identify dyslexia only after the acquisition of the processes of reading and writing, there are prognostic indicators that allow you to focus on the subject of pre-school age.
- Early identification, coupled with the implementation of effective strategies, allows to avoid pathologizing of the disorder and school failure of the child.

# HOW TO BEHAVE WITH PARENTS?

The interview should focus on:

- Provide information on the DSA
- Suggest attitudes and correct behavior towards the child;
- Design and implement strategies intervention.





# WHAT TO SUGGEST TO PARENTS

- *Parents should be informed about the existence of SpDLs, their aetiology, educational issues related behaviors-signal and intervention opportunities offered by the school*
- *Suggest a balanced attitude toward the child, an observational study, readings of specific texts and consultations with experts and agencies involved*



# TEACHING METHODOLOGY: Compensatory measures

The tools are compensatory resources or technologies offered the pupil to avoid personal frustration and facilitate learning.

They are:

concept maps;

summarized lessons;

forms;

tables;

calculator;

computer with software

specific (write word, translator, electronic dictionary, encyclopedia multimedia).



# TEACHING METHODOLOGY: Dispensatory measures

The dispensatory measures are the formal facilitators necessary to exempt the student from a commitment or a potentially frustrating and unsuccessful activity.

**It is enable:**

1. the student does not read aloud;
2. write to the computer rather than by hand;
3. is not obliged to learn by heart;
4. is not obliged to write in a foreign language;
5. not be questioned in surprise.



# THE QUESTIONNAIRE

A useful comparison tool between teachers and parents is represented by a questionnaire specially prepared, which allows to isolate the evidence related to the problems and strengths of dyslexic pupils to outline the most effective interventions.



## AGENCIES



To identify dyslexia and arrange the most appropriate plans and tools tutorial, you can refer to specialized centers in the area, also at decentralized level.

# **EDUCATIONAL AGENCIES PARTNER COUNTRY**



# BUILD NETWORK

The school success of a dyslexic student is subject to the construction of a network of agencies:

- Family,
- School,
- Specialists,
- Peer group.



All players must agree on shared objectives and implement strategies to link up training initiatives, the goal is the full integration of skills and school success of the student.

# WEBSITES

[www.aiditalia.org.it](http://www.aiditalia.org.it)

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

[www.pianetadislessia.com](http://www.pianetadislessia.com)

[www.dislessiaioticonosco.it](http://www.dislessiaioticonosco.it)

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