



Comenius multilateral school
partnership 2012-2014

GUIDE FOR PARENTS

Understanding
and supporting
dyslexic child
in the early age

USDEA stands for
*“Understanding and
supporting dyslexic child
in the early age”*.

What is this project about?

- This project will develop a system designed to prepare the dyslexic child for transition from preschool to primary school.
- We will create a model of best practise comparing works in partner countries.
- We will develop an Individual Support Plan (ISP) which provides details of the history of the children, their needs, and information to the primary school. It will include a checklist for identification of the difficulties.
- We will compile both a Teachers' and Parents' guide to provide a school-wide support.



What is dyslexia?

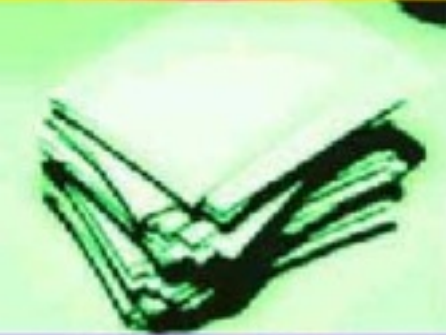
- **Dyslexia** is a learning disability.
- It is neurological in origin.
- It is characterized by difficulties with accurate and/or fluent reading and writing.
- These difficulties typically influence the academic progress.
- However, dyslexic people did not present other disability that explained in a best way the fact that they are dyslexic.



What is dyslexia?

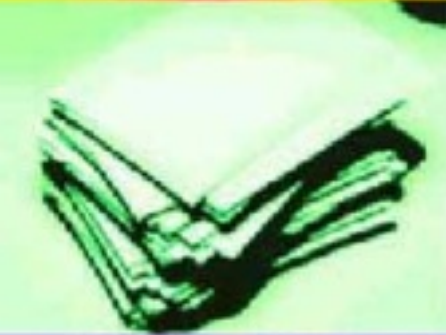
According to the International Dyslexia Association (IDA) (Board of Directors, 2002; Lyon, Shaywitz & Shaywitz, 2003):

Dyslexia is a specific learning disability characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities in spite of provision of regular classroom instruction and in the absence of other cognitive disabilities or general intelligence deficit. Secondary consequences may include problems in general reading, comprehension and reduced reading experience, which can impede the growth of vocabulary and background knowledge.



When was the word “dyslexia” first used?

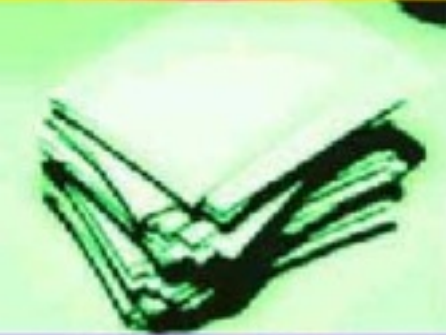
- Dyslexia was identified by Oswald Berkhan in 1881, but the term *dyslexia* was coined in 1887 by **Rudolf Berlin**, who was an ophthalmologist in Stuttgart. He used the term to refer to a case of a young boy who had a severe impairment in learning to read and write in spite of showing typical intellectual and physical abilities in all other respects.
- In 1896 **W. Pringle Morgan**, a British physician published a description of a reading-specific learning disorder in a report to the British Medical Journal titled "Congenital Word Blindness". This described the case of a 14-year-old boy who had not yet learned to read, yet showed normal intelligence and was generally adept at other activities typical of children that age.



What causes dyslexia?

Acquired dyslexia: it is developed as a result of a stroke, car accident, trauma or other type of brain damage.

Developmental dyslexia: it develops within the first years of life or some markers may even be present at birth.



However ...

in both cases, learning problems when matching or identifying sounds with letters are observed.



A vertical strip of four images on the left side of the slide. From top to bottom: a clock with a blue and purple gradient background; a clock with a yellow and orange gradient background; an open book with a green background; and a stack of books with a purple background.

Who does it affect?

Almost 5% of the population may have some degree of specific learning difficulty. In most cases this is likely to be fairly mild and can be managed within the classroom. In some cases, additional help will be needed from the school's special educational needs co-ordinator.

More boys than girls tend to have specific learning difficulties and in some cases dyslexia is inherited dyslexic children have a parent with dyslexia.

What are the features of dyslexic students?

| General features | Specific features |
|---|--|
| <ul style="list-style-type: none">-Problems with written language-Serious problems with spelling-Delayed learning of reading-Difficulties in understanding and writing second languages-Difficulties in reading words in isolation-Difficulties in learning how to spell words | <ul style="list-style-type: none">-Difficulties in math, specially when learning and recalling number facts, such as multiplication tables-Difficulties in following directions and complex sequences of problem-solving activities-Problems with written comprehension-Difficulties in using spoken language-Difficulties in understanding spatial orientation (including left and right)-Difficulties in following directions or map reading-Problems with musical language and rhythm |



How could I tell if my child might have dyslexia? If my child ...

Before the acquisition of the reading and writing process

- Has a family history of similar difficulties
- Learns to speak clearly later than expected
- Has problems with rhyming words “cat”, “mat”...
- Has problems with expression
- Has problems identifying letters
- Struggles when matching the sound to the letter

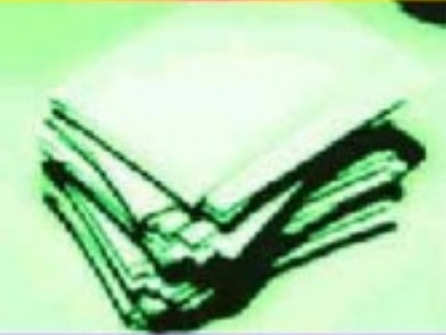
After the acquisition of the reading and writing process

- Confuses visually similar letters (b/d/p, w/m, h/n, f/t)
- Is unable to read fluently without errors
- Has problems remembering basic sight vocabulary
- Has difficulties in reading new words
- Reverses the order of letters, numbers and words
- Reads slowly
- Lacks of a rich reading comprehension
- Struggles to differentiate right from left
- Has an illegible and disorganized writing
- Has difficulties when pronouncing words, due to reversal, substitution or changing the order of syllables
- Shows difficulties in solving math problems, even if mental calculation is not a problem
- Has problems with time, either telling the time or knowing which part of the day it is
- Struggles when remembering sequences, for example the alphabet, the days of the week and months of the year...
- Has problems grasping the pencil
- Has problems with motor skill coordination
- Shows difficulties in catching, kicking or throwing the ball
- Shows difficulties in hopping and/or skipping

What should I do if my child is dyslexic?

- Support the child so that his/her self-image cannot be damaged.
- Recognize and praise the child's successes.
- Help your child discover new abilities: sports, Art, Music, mechanics...
- Organize the child's activities at home.
- Give them simple instructions, and always one at a time.
- Encourage the child's self-image and self-esteem.
- Adapt a quiet place so that the child can study without distraction.
- Help the child plan long tasks.
- Work collaboratively with the child's teachers.



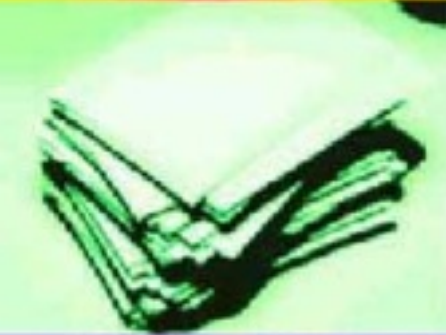


The main role of the family is to support the child emotionally and socially.

It's advisable to avoid the anxiety of adults since they could increase the child's problems.

BIBLIOGRAPHY

- THE DYSLEXIA HANDBOOK, revised 2007 and adapted 2010: Procedures concerning dyslexia and related disorders. Texas Education Agency.
- M^a del Carmen Angulo, J. Gonzalo, J. L. Luque, M^a del Pilar Rodríguez, R. Sánchez Cantero, R. M. Satorras, M. Vázquez. DIFICULTADES ESPECÍFICAS DE APRENDIZAJE: DISLEXIA. Ed. Junta de Andalucía.
- SPECIFIC LEARNING DIFFICULTIES: DYSLEXIA. Published by the Children's Services Department. Hampshire County Council - September 2009
- GUÍA GENERAL SOBRE DISLEXIA 2010. Asociación Andaluza de Dislexia: ASANDIS



Where can I find more information?

- <http://www.dudeswithdyslexia.co.uk/schoolsurvivalguide.htm>
- <http://www.bdadyslexia.org.uk/about-dyslexia/parents.html>
- <http://www.dyslexia.org/dyslexia.shtml>
- <http://dislexiaeuskadi.com>
- <http://www.asandiss.org>
- <http://www.logopediagranada.es/>
- <http://cometelasopa.com/>
- <http://www.dislexiasinbarreras.com/>
- <http://campus.unir.net/>

