

## HOW TO READ DYSLEXIA? ! ?



# **WHAT IS DYSLEXIA?**

**DYSLEXIA IS A SPECIFIC READING DISORDER  
CHARACTERISED BY THE DIFFICULTY IN  
READING ACCURATELY AND FLUENTLY IN  
TERMS OF SPEED AND PRECISION.  
THIS DIFFICULTY CAN HAVE IMPLICATIONS  
ON TEXT COMPREHENSION.**

## SPECIFIC LEARNING DISORDERS INCLUDE:



**DYSORTHOGRAPHIA** (DIFFICULTY WITH ACCURACY WHEN WRITING)



**DYSGRAPHIA** (DIFFICULTY IN WRITING IN A FLUID, FAST AND EFFECTIVE WAY)



**DYSCALCULIA** (DIFFICULTY IN HANDLING NUMBERS, IN CARRYING OUT CALCULATIONS AND IN VARIOUS ARITHMETIC TASKS)

# HOW DOES IT MANIFEST ITSELF?

WHEN **READING** THE CHILD MAY:

- JUMBLE UP THE LETTERS
- INVERT THE LETTERS
- MAKE ANTICIPATION ERRORS
- SKIP LINES AND/OR WORDS
- READ SLOWLY, SOMETIMES SYLLABIFY

**THIS IS A 10 YEAR OLD DYSLEXIC CHILD READING AN EXCERPT FROM HIS SCHOOL BOOK**



## WHEN **READING** THE CHILD MAY:

- MIX UP SIMILAR FORMS (M-N/ B-D) AND SOUNDS (P-B,V-F)
- MAKE ADAPTATIONS
- SEPARATE OR PUT TOGETHER LETTERS ERRONEOUSLY
- SUBTRACT FROM OR ADD TO LETTERS, SYLLABLES OR PARTS OF WORDS
- MAKE SPELLING MISTAKES
- HAVE HANDWRITING THAT IS DIFFICULT TO UNDERSTAND, ESPECIALLY JOINED WRITING
- MAKE MISTAKES WHILE COPYING
- ORGANISE THE SPACE ON THE PAGE IRREGULARLY



## Here there is the excerpt written by a dyslexic pupil

Il filo di un uomo  
va di due centimetri.

Di fatto, quello che lo  
collega da come un grande  
filo nero.

5) <sup>confuse</sup> ~~mostrandoci~~ ~~lo~~ ~~di~~ ~~va~~  
con <sup>un</sup> ~~filo~~ ~~di~~ ~~due~~ ~~centimetri~~ ~~di~~ ~~lunghezza~~  
che appoggiò, e se non  
avrebbe avuto le ali, sarebbe  
colto.

**WHEN DEALING WITH NUMBERS AND CALCULATIONS THE CHILD MAY EXPERIENCE DIFFICULTY IN :**

- WRITING DOWN THE NUMBERS**
- DIFFERENTIATING BETWEEN NUMBERS**
- ENUMERATION**
- MAKING RAPID CALCULATIONS**
- CARRYING OUT PROCEDURES**
- ORGANISING THE PAGE**
- PROBLEM-SOLVING**



## **THE CHILD MAY ALSO EXPERIENCE DIFFICULTY IN OTHER AREAS:**

- **TELLING LEFT FROM RIGHT**
- **MEMORISING SEQUENCES (DAYS, MONTHS, YEARS, THE ALPHABET)**
- **TELLING THE TIME**
- **CARRYING OUT TASKS WHICH REQUIRE USE OF THE SHORT TERM MEMORY**
- **MEMORISING SPECIFIC TERMINOLOGY PERTAINING TO SPECIFIC FIELDS (DATES, HISTORICAL PERIODS, GEOGRAPHICAL CONSTITUENTS)**
- **ORIENTATION IN TIME AND SPACE**
- **FINE MOTOR SKILLS**

IT IS ESTIMATED THAT **3-5%** OF THE ITALIAN POPULATION MANIFESTS AN SLD. HOWEVER IF THEY ARE NOT RECOGNISED IN TIME, **DYSLEXIC STUDENTS OFTEN FAIL EXAMS AND LEAVE SCHOOL.**

**ART. 3 OF ITALIAN LAW 170/2010**

**APPOINTS SCHOOLS TO ACT PROMPTLY IN ORDER TO IDENTIFY SUSPECT CASES.**

## **THE LAW**

**IN ITALY, ART.5 OF LAW170/2010, AND  
THE RECENT GUIDELINES/2011  
PROPOSE THAT DISPENSATORY AND  
COMPENSATORY MEASURES BE USED.  
THESE ARE MEASURES THAT SUPPORT  
LEARNING IN STUDENTS WHO SUFFER  
FROM SLDs AS WELL AS THEIR  
TEACHERS**

# COMPENSATORY MEASURES

THESE ARE TOOLS WHICH ARE USEFUL IN FACILITATING ONE'S OWN POTENTIAL

- CHARTS WITH THE MONTHS, THE ALPHABET AND VARIOUS SYMBOLS
- MULTIPLICATION TABLES
- TABLES OF MEASUREMENTS AND GEOMETRIC FORMULAE
- A CALCULATOR
- A DICTAPHONE
- COMPUTER WITH A WORD PROCESSING PROGRAMME CONTAINING SPELL CHECK AND SPEECH SYNTHESIS TOOLS

IF I WANT TO READ THIS SENTENCE I CAN  
LISTEN TO IT  
SE IO VOGLIO LEGGERE QUESTA FRASE IO  
POSSO ASCOLTARLA

OR I CAN SURF THE NET AND IMPORT  
THE TEXT ONTO A WORD DOCUMENT  
AND READ IT USING **SPEECH SYNTHESIS.**

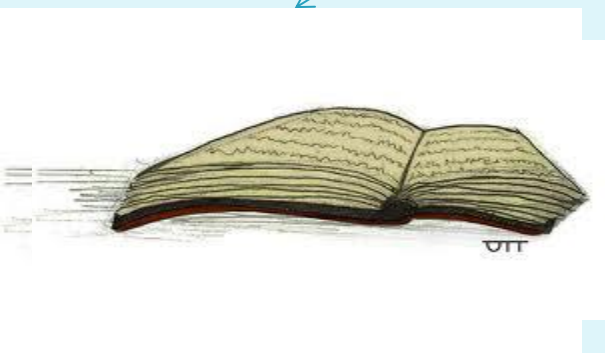
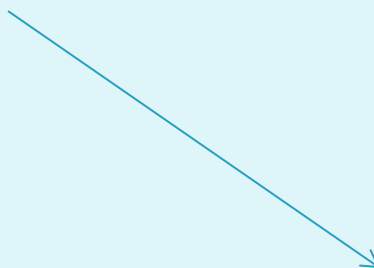
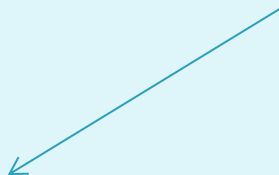
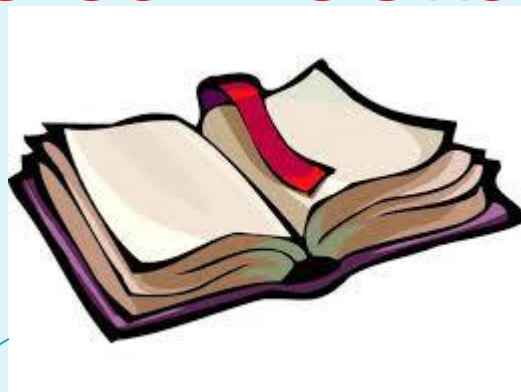
**Daniel Pennac**, da alunno somaro a  
**scrittore**: "Così ho vinto la disortografia"  
*A scuola gli davano dell'asino, poi da  
grande è diventato prima insegnante e  
poi scrittore. L'autore **francese**, ci  
racconta la sua esperienza. E ai giovani  
con disturbi dell'apprendimento dice:  
**"Non abbiate paura"***

# **DISPENSATORY MEASURES**

**BY THIS WE MEAN TEACHING TECHNIQUES USED BY TEACHERS TO RESPOND EFFICIENTLY TO STUDENTS' NEEDS:**

- **DISPENSATION FROM THE FOLLOWING:  
READING ALOUD, THE TRANSCRIPTION OF  
DICTATIONS, THE USE OF PRINT DICTIONARIES AND  
THE LEARNING OF MATHS TABLES**
- **WHERE NECESSARY, DISPENSATION FROM  
FOREIGN LANGUAGE STUDY IN WRITTEN FORM**
- **ALLOWANCE OF EXTRA TIME DURING WRITTEN  
TESTS**
- **TIMETABLED ORAL EXAMS**

# HOW TO USE BOOKS FOR SLDs



**PRINT BOOKS**



**eBOOKS**



**AUDIOBOOKS**



# PRINT BOOKS



BOOKS CONTAIN IMAGES WITH CAPTIONS, **SUBHEADINGS** WHICH MAY BE KEY CONCEPTS, AND CONCEPT BOXES AND GLOSSARIES. THIS MEANS THAT THE CONTENT MAY BE ACCESSED WITHOUT HAVING TO READ THE WHOLE TEXT

# eBOOKS



**THESE ARE PDF COPIES OF BOOKS WHICH ALLOW THE BOOK TO BE READ THROUGH THE USE OF SPEECH SYNTHESIS, THEREFORE ALLOWING IT TO BE READ USING OUR SENSE OF HEARING**

# AUDIOBOOKS

AUDIOBOOKS ARE BOOKS IN AURAL FORM.

THE NARRATOR'S VOICE IS RECORDED AND DISTRIBUTED IN CD OR MP3 FORM.

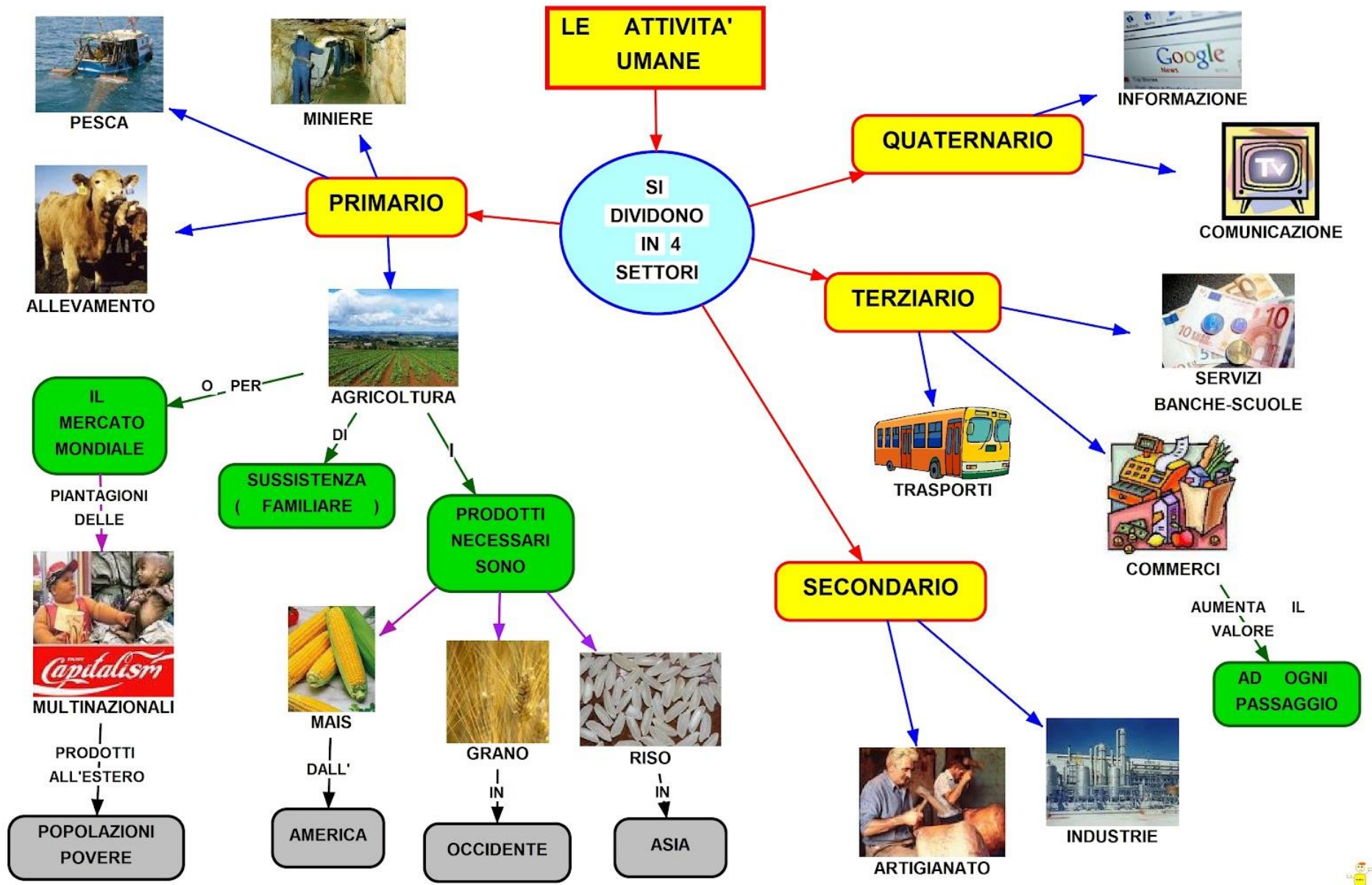
THE DISADVANTAGE OF THIS IS THAT IT IS SOLELY ACOUSTIC AND THEREFORE MORE DIFFICULT TO MAINTAIN CONCENTRATION. IT IS MORE SUITABLE FOR NARRATIVE TEXTS.

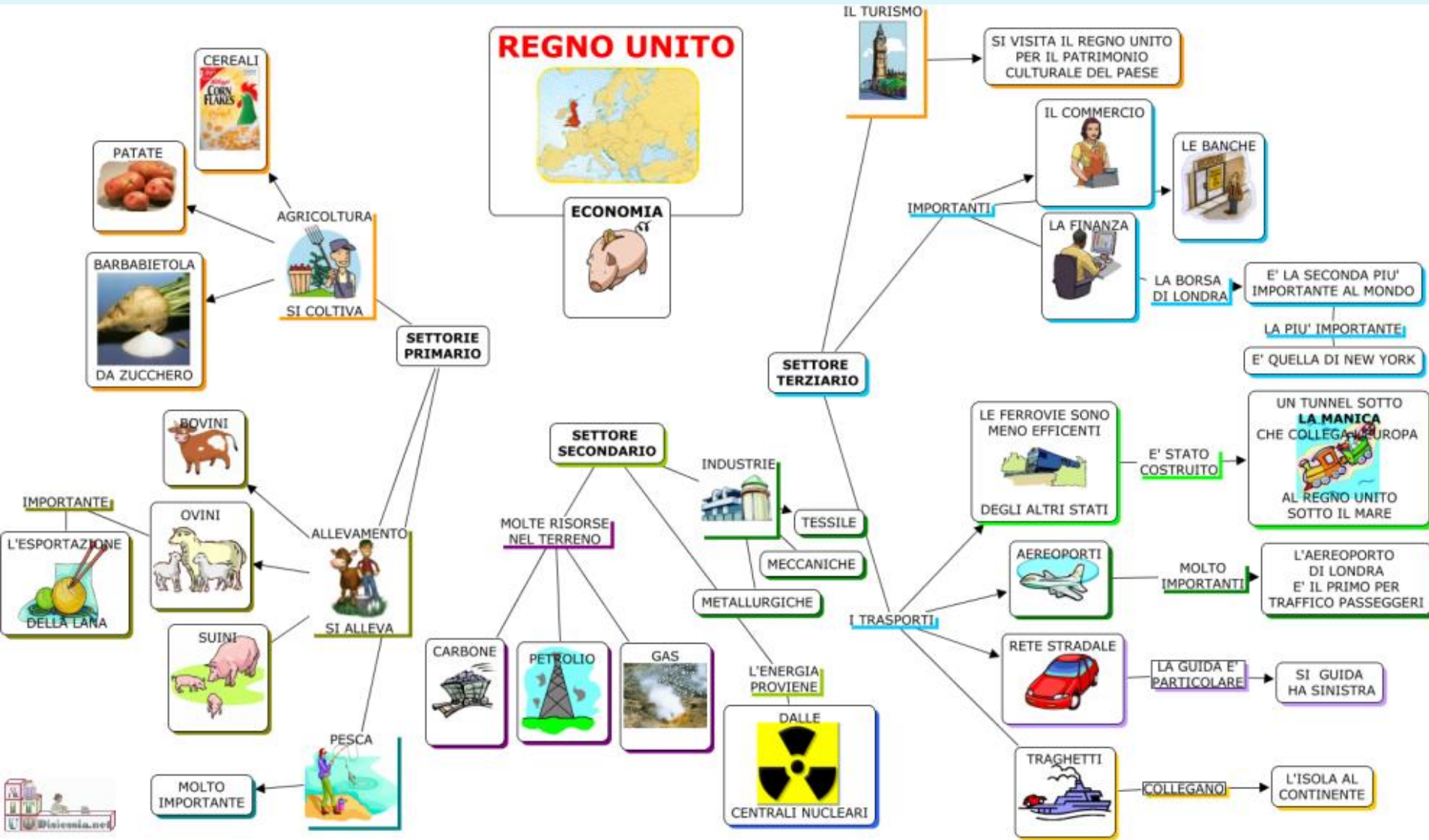


# USING MAPS

## FUNCTIONS OF MAPS:

- HIGHLIGHT LOGICAL CONNECTIONS BETWEEN CONCEPTS
- SUMMARISE USING KEY WORDS
- HELPS COMPREHENSION USING MAIN IDEAS
- USE WORD-IMAGE ASSOCIATION
- PERMIT THE VISUALISATION OF THE ORDER OF THE TOPICS
- PROMOTE WRITING USING PRE-ESTABLISHED TACTICS





## **THE TEACHER'S ROLE AS A FACILITATOR**

- **STUDENTS MUST BE TRAINED TO USE DIFFERENT METHODS OF LEARNING**
- **THEY MUST BE DIRECTED TO EFFICIENT AND EFFECTIVE LEARNING**
- **THEY MUST BE GUIDED IN THE SELF-EVALUATION PROCESS**

**TEACHING EFFECTIVELY TO STUDENTS WITH SLDs IS BENEFICIAL FOR EVERYONE : ALL STUDENTS BENEFIT FROM TEACHING TECHNIQUES WHICH FAVOUR DIFFERENT LEARNING CHANNELS**



# Screening

What is screening?

It is recognising SLDs in the school through the use of tests carried out by qualified professionals: neuropsychiatrists and child psychologists.

## When?

It is advisable to do the test on children aged 8/9 when they already know how to read and write.

## **THE FAMILY'S ROLE**

**PARENTS AND CHILDREN MUST MAKE A PACT, AN ALLIANCE BASED ON THE AWARENESS AND THE CONSIDERATION OF THEIR CHILDREN'S ABILITIES AND CHARACTERISTICS. IT IS BASED ON RESPECTING THE WAY IN WHICH, AND THE TIME THEY NEED, TO STUDY.**

# **THE EDUCATIONAL RELATIONSHIP**

**THIS MEANS BEING ABLE TO ESTABLISH  
DIALOGUE AND COLLABORATION  
AMONG TEACHERS, PARENTS AND THE  
COMMUNITY IN OTHER WORDS  
ESTABLISHING A NETWORK IN WHICH  
ALL THE MEMBERS, IN THEIR DIVERSITY  
OF ROLES, WORK IN SYNERGY AND  
HAVE A COMMON AIM, WHICH IS TO  
PROMOTE WELL-BEING BOTH AT  
SCHOOL AND AT HOME.**

## **PERSONALISED TEACHING PROGRAMME**

Each year it is compulsory to draw up a PTP for students with SLDs, in which the school specifies and guarantees personalised teaching operations, which indicate the use of the dispensatory measures they have adopted.

The effectiveness of this document is linked to the child's ability to modify their behaviour and to apply these new methods both at home and at school .

The PTP is drawn up by the teachers, the specialist and the SLD representative and is shared by the family. The primary aim is to identify a suitable way in which the student with the SLD can overcome the obstacles and really *learn*.

# Conclusion



**The following people tried...and succeeded**



# DISLESSICI FAMOSI

## MUSICISTI

MOZART  
JHON LENNON  
TCHAIKOVSKY  
ENRICO CARUSO  
BEETHOVEN  
HARRY BELAFONTE  
CHER  
ROBBIE WILLIAMS

## ARTISTI

MICHELANGELO BUONARROTTI  
VINCENT VAN GOGH  
WALT DISNEY  
ANDY WARHOL  
RAFFAELLO SANZIO  
PABLO PICASSO

## ATLETI



JACKIE STEWART  
GREG LOUGANIS  
MHOMMADED ALI

## POLITICI



GEORGE WASHINGTON  
OLAF DI NORVEGIA  
GIULIO CESARE  
J.F. KENNEDY  
NAPOLEONE BONAPARTE  
NAPOLEONE III  
WINSTON CHURCHILL

## ATTORI

STEVE MC QUEEN  
DUSTIN HOFFMAN  
MARLON BRANDO  
ROBIN WILLIAMS  
HARRISON FORD  
TOM CRUISE  
SILVESTER STALLONE

## SCRITTORI



HANS CHRISTIAN ANDERSEN  
JULES VERNE  
MARK TWAIN  
VICTOR HUGO  
BERNARD G. SHAW  
EMILE ZOLA  
AGATHA CHRISTIE

## SCIENZIATI



LEONARDO DA VINCI  
ALBERT EINSTEIN  
GALILEO GALILEI  
CHARLES DARWIN  
ISAAC NEWTON  
GUGIELMO MARCONI  
NICOLAI TESLA  
LOUIS PASTEUR  
FRATELLI WRIGHT



## **BIBLIOGRAPHY**

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– Luca Grandi  
Publishing house :Giunti scuola**
- **Dislessia e altri DSA a scuola –  
Cornoldi-Fogarolo-Lucangeli-Tressoldi-  
Stella-Cisotto-Savelli-Vio  
Publishing house :Erickson**
- **Website: [www.aid.it](http://www.aid.it)**