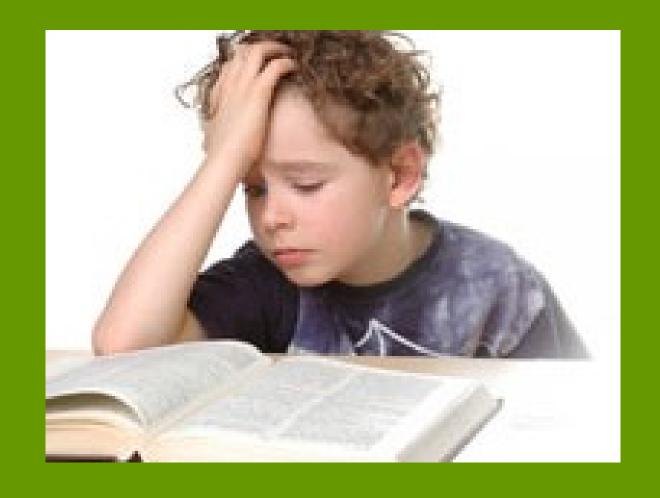
Dysfunctions

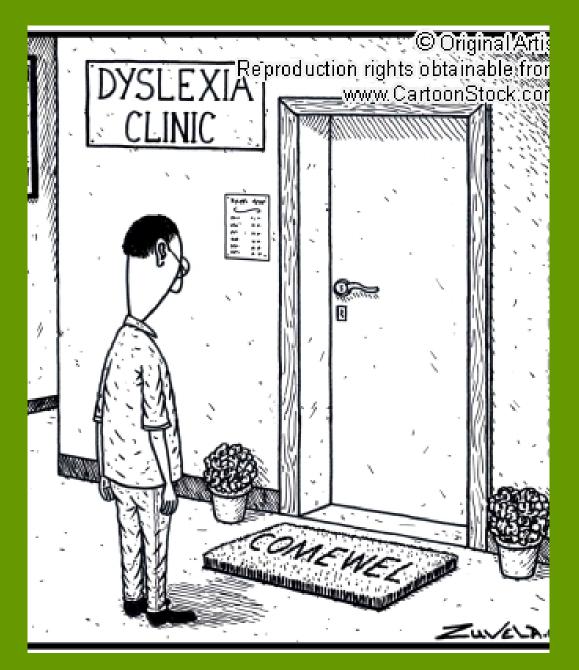
"Learning Disabilities" (dysfunctions)

• = a number of disorders which may affect:

```
the acquisition,
organization,
retention,
understanding,
use of verbal or nonverbal information.
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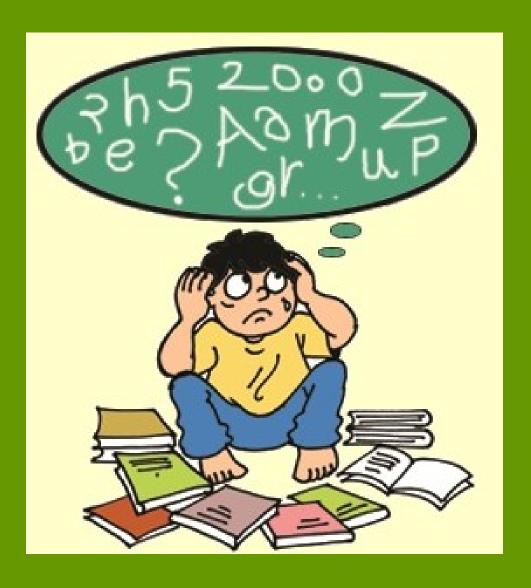
= the result of a problem in the central nervous system



There is no cure for dyslexia or dysgraphia.

Some dysfunctions

- Dyslexia
- Dysgraphia
- Dyscalculia
- Dyspraxia
- Attention Deficit Disorder
- Cluttering (nepořádnost)
- Dysphasia/aphasia spelling, organising ideas...
- others



Dyslexia and dysgraphia

Dyslexia and dysgraphia – signs and symptoms

- Very young learners
- Early primary school children
- Older primary school children
- Secondary school children + adults

Young learners

- delays in speech
- slow learning of new words
- difficulty in rhyming words, as in nursery rhymes
- low letter knowledge
- letter reversal or mirror writing (for example, "Я" instead of "R")
- Poor short term memory
- Difficulty in remembering instructions
- Delay in completing tasks

- Techniques:
- Remove stress and anxiety

Early primary school children

- Difficulty in:
- learning the alphabet or letter order
- associating sounds with the letters
- identifying or generating rhyming words
- counting syllables in words
- segmenting words into individual sounds
- Remembering words
- decoding written words
- mixing up sounds in polysyllabic words ("aminal" for animal, "bisghetti" for spaghetti)

Techniques:

- Pre-reading key phrases on the blackboard
- Underline key words in different colours
 - Using a pointer or ruler when reading
 - Reading in a group
 - shortening sentences
 - Bringing pictures with the text and asking
 - what is happening

Grammar teaching technique:

DREAM TOWN

IN DREAM TOWN THERE IS AN OLD CASTLE AND THE RIVER. AND THERE ARE A LOT OF THINGS TO DO. THERE ISN'T A BEACH BUT THERE IS A BIG **SWIMMING** POOL WITH WATERSLIDE. AND THERE ARE TWO AND A BIG PARK. THERE A BUS STATION ISN'T BUT THERE IS A RAILWAY STATION. THERE IS A THERE ARE A LOT OF HOUSES.THERE AREN'T ANY SUPERMARKETS BUT THERE ARE A LOT OF SHOPS.

Older primary school children

- Problems with:
- Slow or inaccurate reading
- Very poor spelling dysorthographia
- Reading out loud, reading words in the wrong order, skipping words and sometimes saying a word similar to another word
- associating individual words with their correct meanings
- time keeping and concept of time when doing a certain task
- organization skills
- similarities and differences in letters and words
- spacing that organizes letters into separate words
- sounding out the pronunciation of an unfamiliar
- Tendencies to omit or add letters or words when writing and reading

Techniques:

- Gap filling with initial letters
- Listening and reading paralelly
- Understanding the tasks someone reads the instructions for the student
- Underline
- Write the words down on cards and put them into the right order

SHE WANTS TO BUY: AN a		and TWO
c b_		
and An_	, THREE s	and TWO
p		

Vocabulary teaching techniques:

- Using rhythm to remember the words
- The alphabetical order system
- Categories (for example spring moths), mind maps, spider net
- Key words recorded in phrases, sentences then writing as a dictation
- Cards of different colours
- Writing words in sentences

Secondary school children and adults

- Sometimes disguise their weaknesses, even from themselves.
- Writing does not seem to match their level of intelligence.
- substitute similar-looking, but unrelated, words (what/want, say/saw, help/held, run/fun, fell/fall, to/too, who/how etc.)

Techniques:

- reading the first sentence [and/or last] of each paragraph in a chapter, which can give an overview of content
- Do not to 'read-like-a-non-dyslexic-does', but find a way of extracting information from texts
- Do not ask them to read aloud without preparation
- Encourage them to read aloud at home
- Make them listen (CD) and read the texts at home in advance



Testing

- Clear aim
- More time
- Coloured paper with lines
- Model answers
- Accept answers in notes
- Allow spelling errors, later their own correction
- Prefer oral examining

Examining

- Prefer oral examining
- Evaluate only what the student succeeded to do/write

Error correction

- No red pen
- Underline errors
- The right version can be written on the margin –
 by the student
- The right version read by someone else
- Encouranging the student to design their own list of errors:

spelling grammar organization of ideas



Unite

What should we provide the student with?

- Time
- Highliter
- Coloured papers
- Coloured transparency/plastic film for reading
- Secret signals for a teacher
- Success