

DYSLEXIA IN THE CLASSROOM

PORTUGAL



SNIDeR



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DYSLEXIA

- ✓ **The degree of difficulty a child with DYSLEXIA has with READING, SPELLING, and/or SPEAKING varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives.**
- ✓ **The brain is normal, often very “intelligent”, but with strengths in areas other than the language area.**
- ✓ **The “difference” goes undetected until the person finds difficulty when learning to read and write.**
- ✓ **Each individual with dyslexia is unique, but the multisensory approach is flexible enough to serve a wide range of ages and learning differences.**

DYSLEXIA: 10 CLASSROOM INDICATORS



- Signs of dyslexia usually become more obvious when children start school and begin to focus on **reading** and **writing**;
- Here are ten of the most common warning signs.

1. PHONOLOGICAL AWARENESS

WORKING WITH SOUNDS

This is the ability to recognise individual sounds (phonemes) and work with phonemes to create new words.

Typical problems are:

- Confusing vowel sounds, e.g. writing “i” for “e”;
- Difficulty rhyming;
- Chunking words into syllables;
- Blending into a whole word.

2. TYPICAL SPELLING MISTAKES

WORD

WROD

- **Spelling words as they sound:** e.g. **wont** instead of **want**;
- **Mixing up** the sequence of letters: e.g. **hlep** instead of **help**;
- **Reversing the sequence of letters:** e.g. **was** instead of **saw**;
- **Missing out a letter:** e.g. **wich** instead of **which**;
- **Using the wrong letter:** e.g. **showt** instead of **shout**;
- **Adding na extra letter:** e.g. **whent** instead of **went**;
- **Using a “t” instead of “ed”:** e.g. **lookt** instead of **looked**;
- **Can’t remember when to use “ck” or “ke” at the end:**
e.g. **lick** instead of **like**.

3. UNABLE TO REMEMBER TIMES TABLES AND NUMBER SEQUENCES

$$7 \times 8 = ?$$

$$6 \times 7 = ?$$

- A multiplication fact may seem to be learned and then a few days later has been forgotten again;
- The same goes for phone and pin numbers;
- Difficulty remembering a sequence of numbers is a sure sign of dyslexia.

4. WRITING

I have
lots of
IDEAS

But I
CAN'T
write them
DOWN



- Someone with dyslexia is likely to have lots of ideas but have difficulty putting them into writing;
- They will take much longer to write and produce less than other students;
- Many people with dyslexia write long sentences with no punctuation;
- Although they may have lots of ideas they often do not know where to start.

5. READING

My eyes
HOP
over words

- Have you ever read a page, got to the bottom and realised you've just forgotten everything you read? This happens all the time to those with dyslexia. **Words and their meanings don't stick very well;**
- Reading becomes slow when you have to work out every word. So much mental energy is used on the process that no memory capacity is left to comprehend;
- Dyslexia means you may read a word and then further down the page not recognise it again. There is no visual memory of the word. Their eyes can seem to jump over words, missing them out, skip out whole lines, sometimes they just skip part of a word.

6. HOMOPHONES:

There - Their

- A homophone sounds the same as another word but is spelled differently;
- They are extremely difficult for those with dyslexia because they usually struggle to recognise words when looking at them;
- They therefore quickly learn to rely upon the strategy of learning to spell a word by building it phonetically. This doesn't work for homophones.

7. DO YOU KNOW THE ALPHABET? BACKWARDS!

Z W Y X

- Many people with dyslexia have difficulty recalling sequences accurately so it is very likely that learning the alphabet will be problematic;
- Using songs and rhyme often helps but the real giveaway is whether they can say it backwards – a nearly impossible task for those with dyslexia!
- Dyslexia is also likely to cause problems learning the names and sounds of letters.

8. MIXING UP LEFT AND RIGHT

← Left

- It has become a cliché but it's true that many with dyslexia cannot learn to automatically remember **left** and **right**;
- They have to stop and think about it.

9. CAN'T REMEMBER WHAT YOU'VE BEEN TOLD

Do **your**
HOMEWORK

Read a
BOOK

THEN **YOU**
can PLAY

- A sure sign is difficulty carrying out a sequence of directions.
- “Get out your book”
- “Turn to page 23”.
- “Read three pages”
- Someone with dyslexia might only remember one of these things and have to ask again.
- Having to ask again can make them feel stupid.

10. REVERSING NUMBERS

3 9

- Someone with dyslexia might see **57** but remember it as **75**;
- Or write the answer to 6×7 as **24** instead of **42**;
- The output of the information becomes muddled.

10 TEACHING TIPS FOR DYSLEXIA

1. PRAISE GIVES POWER CRITICIS KILLS

- A person with dyslexia needs a boost to their self confidence before they can learn to overcome their difficulties. They have already experienced failure and deep down. They often don't believe they are capable of learning.
- To re-establish self-confidence provide the opportunity to succeed and **GIVE PRAISE FOR SMALL ACHIEVEMENTS.**

2. DON'T ASK PERSON WITH DYSLEXIA TO READ ALOUD

Words are likely to be misread or skipped, causing embarrassment.

3. DON'T GIVE A PUNISHMENT FOR FORGETTING BOOKS OR SPORTS KIT

Often positive strategies such as having one place to put things away.

4. DON'T USE THE WORDS "LAZY"

People with dyslexia have to work harder to produce a smaller amount.

They will have difficulty staying focused when reading, writing or listening.

5. EXPECT LESS WRITTEN WORK

A person with dyslexia may be verbally bright but struggle to put ideas into writing.

Allow more time for reading, listening and understanding.

6. PREPARE A PRINTOUT OF HOMEWORK AND STICK IT IN THEIR BOOK

Provide numbered steps, e.g. 1. Do this. 2. Do that, etc.

7. DO NOT ASK THEM TO COPY TEXT FROM A BOARD OR BOOK

Give a printout.

Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points.

8. ACCEPT HOMEWORK CREATED ON A COMPUTER

Physical handwriting is torture for most people with dyslexia. Word processors make life easier.

Allow them to use the Spell Checker and help with grammar and punctuation so that you can see the quality of the content.

9. DISCUSS AN ACTIVITY TO MAKE SURE IT IS UNDERSTOOD

Visualising the activity or linking it to a funny action may help someone with dyslexia remember.

10. GIVE THE OPPORTUNITY TO ANSWER QUESTIONS ORALLY

Often people with dyslexia can demonstrate their understanding with a spoken answer but are unable to put these ideas in writing.