

Dyslexia and Inclusive Language Teaching

Europass Nice

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The scent of success



This course was led by Nathalie Senat
our Training Course Specialist

NICE TO MEET YOU!

Presentation of the Objectives of the Course, of ourselves and of our schools:

Istituto Olivetti (Monza-Italy)

IC San Benigno (Turin-Italy)

Secondary School (Pecs-Hungary)

Special Needs School (Budapest-Romania)



What is Dyslexia?

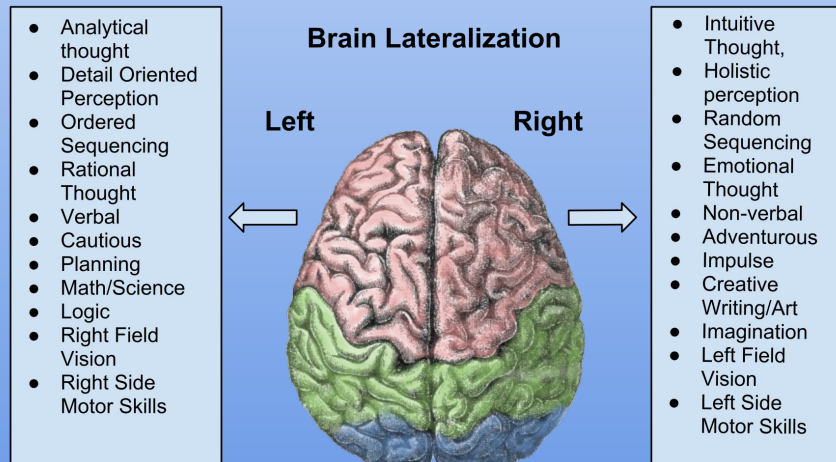
DYS (difficulty) LEXIA (language)

“It is a specific learning difficulty”

“It is a specific learning disability that has its neurobiological origin”

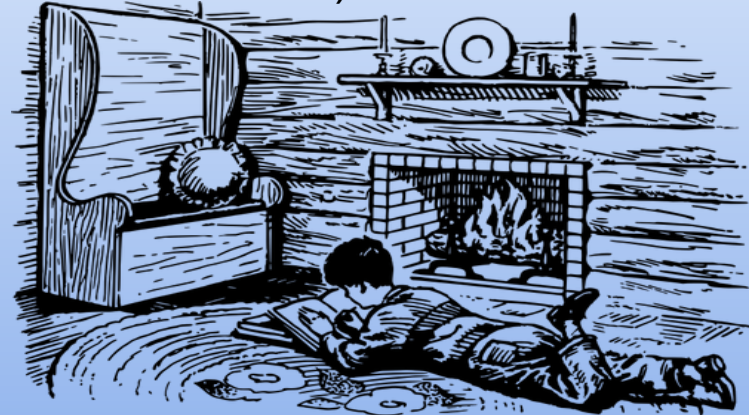
by the British Dyslexia Association

Neurodiverse Student ≠ Neurotypical Student



What **types** of **difficulties** a **student** with **dyslexia** may have?

- Reading, spelling, writing acquisition
- Speed of verbal, visual and reading spelling processing
- Short-term and Long-term memory (what has been learnt before)
- Time management
- Memory overload = Concentration
- Speed of information processing
- Organization and Executive functioning
- Other co-occurring difficulties:
 - sequencing
 - executive functioning (remembering homework, correct school material, fine motor skills, handwriting, verbal pronunciation)
 - metacognition and independence, self-esteem, concentration.



STRATEGIES!!!! Make it fun, make it easy!

- Let the student finds what he/she needs to learn!
- Multisensorial Programm (by Orton Gillingham)
- Use of images, words and letters, use of the double-board or of the stand-up desk
- Pronunciation Direct Discovery
- Direct Learning and Direct Teaching



STRATEGIES!

- Overlearning and opportunities to revise
- Additional time for written work
- Use of PC or Ipad
- Homework needs to be CLEAR, allow time to write it in an agenda
- Avoid giving too much written work
- Let the students choose how they would like to present their work
- Avoid dictations and work to be learnt by heart
- Highlights important points



SOME MORE STRATEGIES

- Give time to answer oral
- Ensure the students have understood oral instructions and ask them to explain what they are doing
- Where possible prefer oral tests instead of written ones
- Use a variety of resources, visual stimuli and practical work = multisensory
- Use colours to reinforce verb ending
- Font size should be at least 14 to be clear and line spacing 1.5
- Suitable fonts: Times New Roman, Arial, Comic Sans MS

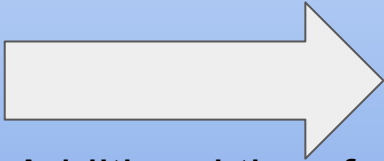


CASE STUDY AND GROUP WORK

REBECCA, a 16 y.o. girl

Rebecca is involved in many extracurricular activities. She has difficulties in reading music, historical texts and writing. She makes essays full of errors and she spends a long time reading written instructions before starting work.

What could be the best strategies to help her?



In group we have found strategies such as....

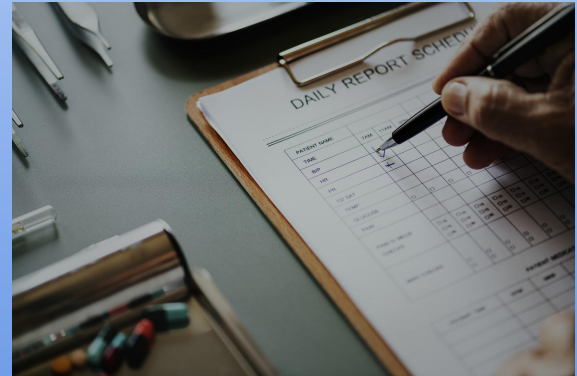
- Additional time for written work
- Use Computer, oral spelling
- Avoid to do multiple tasks at the same time
- Highlight the instructions and write them in different colours
- Use mind map and images

ASSESSMENT

Why do we ASSESS?

We assess to see what students know
and how they learn the best!

Assessment can vary depending on the country.



ASSESSMENT



Different kind of assessments

- **DASH** (Detailed Assessment for Speed of Handwriting)
- **TOMAL** (Test of Memory Learning)
- **FORMAL SCHOOL EXAMS** (To gain a measure of attainment, to calculate progress at the end of a Unit, etc)
- **DAY TO DAY ASSESSMENT** (FORMATIVE):
 - Emphasizing on learning rather than on grading, ex. daily assessing during lessons to explore a student's understanding of a topic.
 - To help the teacher's method and adapt the best teaching strategies
- **ASSESSMENT AS LEARNING** (Formative)
 - Show empathy to reduce stress, be mindful with the students, providing a safe, supportive and positive learning environment.

Some questions for teachers to determine whether an Assessment is Effective

- Does the assessment clearly measure the learning objective that the students need to achieve?
- Is the assessment measuring something that the students expect to be measured or will it come as a surprise?
- Is this the right type of assessment to use to measure this learning objective?
- Does the assessment measure the most important components of the learning objective rather than immaterial components?
- Does the assessment measure a fair representation of the components of the learning objective rather than your own favourite components?
- Is the assessment appropriate for all the students who will use it?

Give the the student the opportunity

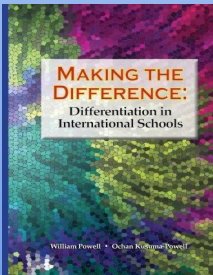
TO HAVE FUN!

AND BE CREATIVE!



DIFFERENTIATION

- Tailoring instruction to meet individual needs based on student readiness, interest and learning profile
- Expand open ended questions
- Importance of the classroom set up
- It is important to differentiate:
- Content, Process and Product
- Based on Student Readiness



GROUP WORKS

Each group has worked on real teaching exigencies for ex our group produced an Evaluation Grid for PP Presentation: Needs developing (1 point) Developing/Base (2 points) Good (3 points) Very Good (4 points) Excellent (5 points)

Objectives to be developed:

- Organisation of the PP
- Correctness in grammar
- Clearness in form
- Content correctness
- Richness in the content
- Is the topic fully discussed?
- Use of different media (music, video, qr codes)
- Originality/creativity Sources (Bibliography/Sitography)
- Oral representation (mimic, intonation, vocabulary, fluency)



RECAP

- What have we learnt during this week?
- What is Dyslexia?
- Types of difficulties faced by our students.
- Dyslexic strengths.
- Strategies to support the dyslexic learners.
- Case studies.
- Assessment.
- We made a lot of HANDS ON on this topic.
- Differentiation Materials, Dyslexic Friendly Teaching Materials.



What about the law in Italy?

Dyslexia@work.EU - Associazione Italiana Dislessia

<https://www.aiditalia.org/>

Law 170/2010

Law no. 170 of 8 October 2010: “New rules regarding specific learning disorders in schools recognizes dyslexia, dysorthography, dysgraphia and dyscalculia as specific learning disorders “Which manifest themselves in the presence of adequate cognitive abilities, in the absence of neurological pathologies and sensory deficits, but can constitute an important limitation for some activities of daily life”. (Art. 1) Law 170 protects the right to study of children and young people with DSA and gives schools an opportunity to reflect on the methodologies to be implemented to benefit all students, living space to their true potential based on their peculiarities.”



USEFUL WEBSITES

Sites about Dyslexia and SEN (Special Educational Needs)

- www.bdadyslexia.org.uk (British Dyslexia Association)
- www.dyslexiacompass.eu (Dyslexia in the different EU countries)
- www.dyslexiaida.org (International Dyslexia Association)
- www.eda-info.eu (European Dyslexia Association)
- www.addiss.co.uk (Information, support, training and resources on ADHD for parents and professionals)
- www.tonybuzan.com (Mind mapping, memory, reading speed resources)
- www.madebydyslexia.com
- www.actforautism.co.uk
- www.dyspraxiausa.org
- www.freecourseautism.co.uk
- www.potentialplusuk.org (More Able)

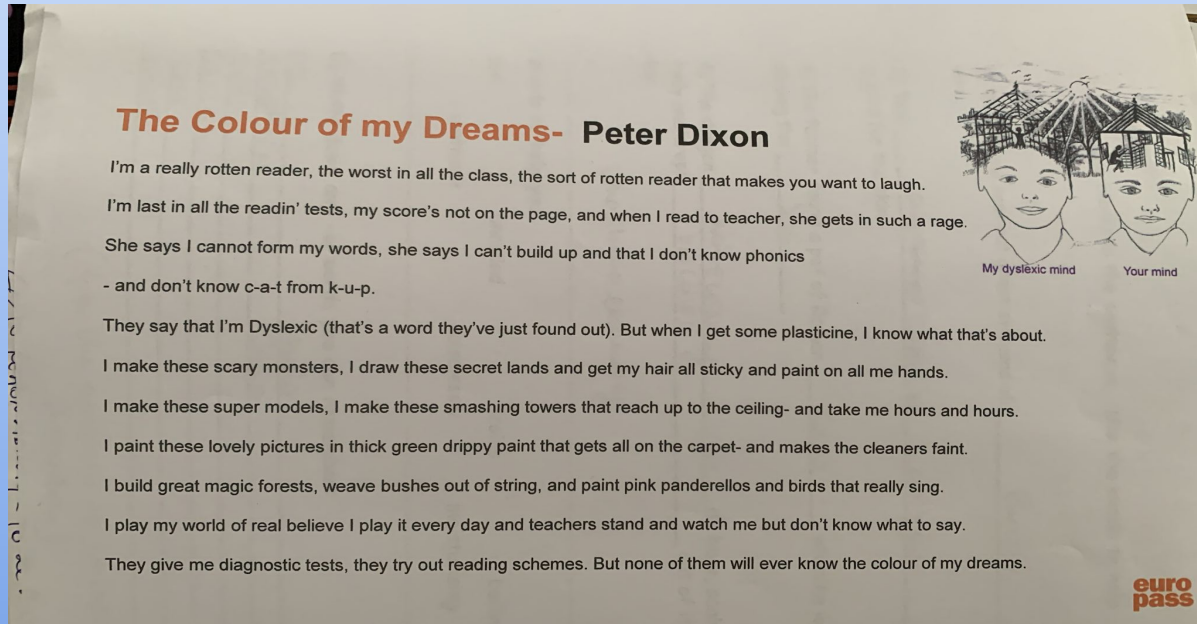


Courses, Mental Health Support and Free Apps

- www.realtraining.co.uk
- www.dyslexiaaction.org.uk (To become a specialist teacher)
- www.mhfaengland.org (Mental Health First Aider)
- www.youngminds.org.uk
- www.anxietyuk.org.uk
- www.minded.org.uk (for parents and carers to provide support for a young person's mental health)
- www.nopanic.org.uk (a support website & phone line for panic attacks, phobias and other anxiety disorders)
- www.smilingmind.com.au/smiling-mind-app (Free app for meditation)
- www.kooth.com (Free online app to help mental health & wellbeing)
- <http://sam-app.org.uk> (Free App for anxiety)
- <http://calmharm.co.uk/> (Free App to calm yourself down)

THANK YOU ERASMUS +

FOR GIVING ME THIS OPPORTUNITY OF LONGLIFE LEARNING!



Marisa Burgi, "Ipssec Olivetti", Monza, June 2024