

Case study 10

- **Description:** the child, a 9-year-old boy, cannot read the word he has just read for the second time. A simple "mother" does not come out syllabled. The first signs of difficulty were noticed when the child started kindergarten: difficulty remembering rhymes, songs and rhythm. Now it is much harder for him to understand tasks, especially if they are in small font. He finds it very difficult to answer open-ended questions in writing - even if he knows the correct answer, he cannot formulate it. When it comes to counting in columns and writing a number at the bottom, it is no longer clear to him which one comes after which, the numbers "run away". It is difficult to distinguish between right and left, difficult to determine direction.

The boy was under a lot of stress because of comments from teachers and even relatives that he was "not trying hard enough" and that he "just needed to sit with his books longer".

Difficulties are manifested by an inability to act coherently: it is difficult to break down a word into its sounds in the mind and read it correctly. He cannot remember words and definitions that he does not fully understand. He develops a state of disorientation that prevents the dyslexic from concentrating on reading or writing.

Key words: Neurology, dyslexia, orientation, space, perception, phonological processing, disorientation.

I. Needs-solutions action plans

Action plan for case study 10

Activity 1: Tracing Shapes

Materials needed: A sheet of paper, a pencil, and a set of tracing shapes (such as circles, squares, triangles, etc.)

Instructions:

1. Provide the child with a sheet of paper and a pencil.
2. Place a tracing shape on the paper and ask the child to trace it with the pencil. Encourage the child to take their time and to try to trace the shape as accurately as possible.
3. Once the child has successfully traced the shape, remove it from the paper and repeat the process with a different shape.
4. Continue tracing shapes until the child has completed a full page of traced shapes.
5. If the child finds tracing the shapes easy, challenge them to trace the shapes with their non-dominant hand or to try to trace the shapes without looking at the paper.
6. When the child has completed the activity, praise them for their effort and encourage them to continue practicing their writing skills.

This activity can help improve a child's handwriting skills by strengthening their fine motor skills and increasing their control over the pencil. By tracing shapes, the child can practice making precise movements with the pencil without feeling overwhelmed by the task of writing full words or sentences.

Activity 2: Sound Matching

Materials needed: A set of cards with pictures or words, and a set of cards with corresponding sounds.

Instructions:

1. Spread out the cards with pictures or words in front of the child.
2. Shuffle the cards with sounds and place them face down in a pile.
3. Have the child take the top card from the pile and listen to the sound.
4. Ask the child to find the card with the picture or word that corresponds to the sound they heard.
5. Once the child has found the correct card, ask them to say the word or sound out loud.
6. Repeat the process with the remaining cards.
7. If the child finds this task too easy, challenge them by adding more cards or increasing the complexity of the sounds.
8. When the child has completed the activity, praise them for their effort and encourage them to continue practicing their reading and listening skills.

This activity can help improve a child's phonological awareness, which is the ability to identify and manipulate sounds in words. By matching sounds to pictures or words, the child can practice associating sounds with their corresponding symbols, which can help improve their reading and spelling skills.

Activity 3

One activity that could help a child with his reading difficulties is multisensory phonics instruction. This approach uses a variety of senses (such as hearing, sight, and touch) to teach children how to read and write words. Here's an example of a multisensory phonics activity that could be used with the child:

1. Letter and sound matching: the child could work with a teacher or tutor to match letters with their corresponding sounds. For example, he could be shown the letter "m" and say the sound "mmm". The teacher could also use flashcards with pictures of objects that begin with the sound, such as a picture of a mouse for the letter "m".
2. Finger tracing: the child could practice tracing letters with his fingers on a textured surface, such as sandpaper or a textured mat. This can help him learn the shape of the letters and their sound.
3. Word building: Using letter tiles or magnets, the child could build words with the sounds he has learned. For example, he could build the word "cat" with the letters c-a-t.
4. Reading comprehension: the child could read short passages with words and sounds he has learned and answer questions about the passage to practice his reading comprehension skills.

It's important to note that these activities should be tailored to the child's individual needs and learning style, and should be done in a supportive and non-judgmental environment. It's also important to provide positive reinforcement and encouragement to build his confidence and motivation to continue working on his reading skills.

