

Case study 14

10-year-old boy is in grade 5. He is sociable and friendly. He does not feel isolated in class and is supported by his classmates. His main educational difficulties are in Lithuanian language classes: his reading skills are still not sufficient (he can at least syllabise slightly longer words), resulting in difficulty in comprehending and retelling the text he has read. Difficulty with any grammatical task: difficulty in constructing correct sentences, inserting omitted letters, pronunciation, personalisation, applying the rules learnt in practice. When transcribing text, he leaves many mistakes because of the mechanical copying of letters. Very weak independent writing and dictation skills, with the same repetitive mistakes. Letters are irregular and the notebook is full of scribbles and corrections. Slow pace of work. The child is sensitive, very emotional, gets frustrated by failures, gets angry and tearful quickly.

Key words: dyslexia / dysgraphia.

Needs-solutions action plan

Ways to help children with reading and writing disabilities:

- **Reduce reading tasks** (and homework).
- **Break up** and analyse complexed and **large texts** in parts and paragraphs:

Benefits of breaking up text into paragraphs	Disadvantages of continuous reading
Pupils: <ul style="list-style-type: none">- are actively interested in unfamiliar words and phrases;- can ask what they did not understand in the paragraph they read;- summarises what they have read without forgetting it;- can remember the sequence of events more easily.	Pupils: <ul style="list-style-type: none">- forget what they have read;- no longer know what to ask the teacher because there are too many questions;- no longer interested in reading, do not see it as a useful and interesting activity.

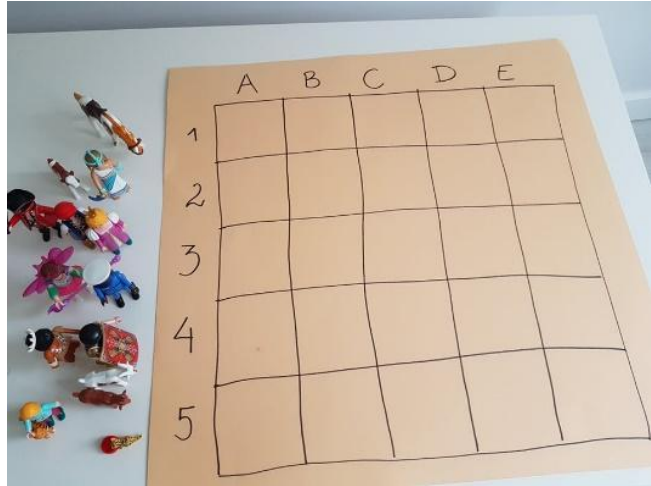
- **Illustrate** the content of the text where possible.
- In order to ensure the accuracy of the comprehension of the content of the text and the coherence of the recounting, **provide in advance the questions** to be answered after reading the text.
- If the reading and writing pace is slower than others, **allow more time** to complete the tasks.
- **Do not insist on reading aloud**, let the child read silently.
- If it is difficult to read a book, **let** the child **listen** to the book in **audio format**.
- **Give selective reading tasks**, where the instruction or the condition of the task is marked with a marker to indicate the most important words or details that the pupil will be able to understand after reading the content. Teach learning to: identify and underline the main idea, mark key information.
- **BEFORE** starting to analyse the text, **assign** the text to be read or viewed by the students **at home** (as homework).

- If the text moves, fades or disappears as it is read, **putting the text on a different coloured paper**, or following the text with aids can help to solve this problem.

Examples of appropriate colour combinations of text and background	Inappropriate examples of alignment
Dark green and white	Red and green
Yellow and purple	Red and black
Dark blue and yellow	Dark blue and black
Black and yellow	Green and black
Pink and black	

- **Help them to read** the text (teacher's assistant), the textual clause and make sure they have understood the text they have read independently.
- **Check** knowledge of narrative subjects **with tests**. **Allow** some written work to be done **orally**.
- **Record reading time** rather than number of pages read.
- **Do not count** or include **specific errors** made by the child in the overall assessment.
- **Do not double up** work: divide the work into parts. Do not submit more than 2-3 tasks per worksheet;
- Allow **only part of the dictation**.
- **Avoid rewriting** tasks.
- Discuss with the pupil which method of writing is preferable. Suggest and practise typing the text on a computer without a spell-checking system installed.
- If the child has low self-esteem and self-confidence, **motivate, support, encourage and praise** the slightest achievements and progress, and when assessing work, emphasise what has been done well, without over-emphasising mistakes.
- Avoid Time New Roman font. Present assignments and readable texts in **Verdana, Arial font size 14**;
- Allow written work to be written in pre-prepared forms (these should contain structured paragraphs and questions that allow the student to complete the assignment correctly).
- **Develop spatial awareness:**

- a) ask the child to tell you what is in boxes B2, D5;
- b) ask the child to put e. g. a kitten in box A3, a policeman in box E4;
- c) use the arrow cards to create a "path" for the little man to get to his present, or for one little man to get to another, etc.



- d) on the left hand side, you can draw different elements, letters or numbers in the boxes, and on the other side, ask the child to replicate the same on the right.

