

## Case study 10

**Dyslexia** is a learning disorder that affects a person's ability to read, write, and spell. It is a neurological condition that causes difficulties with phonological processing, which is the ability to distinguish and manipulate sounds in language. Dyslexia affects individuals of all ages and abilities, and it is not related to intelligence or motivation.

**Description:** Artūras, 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.

## Case study 10: Dyslexia

### Tool 1

#### Title: Dyslexia detection test

#### Using this tool you can suspect dyslexia problem.

There are many different methods, tests and tasks that can be used to detect dysgraphia with 100% accuracy. Below is a test that can be used to identify a particular type of dysgraphia in a child.

#### Instructions / Methodology / Recommendations how to use the tool

- The tasks in each block must be completed in the order set and not skipped;
- If a child is unable to complete a task, he/she can choose the solution: after completing all the tasks, to go back to the ones that couldn't be done the first time and try them again.

At the end of the word, add the missing letter:

- a) slee\_;
- b) laug\_;
- c) knif\_;

Write a three and six part title for the subject:

- a) two cars, three \_\_\_\_, six \_\_\_\_;
- b) one dog, three \_\_\_\_, six \_\_\_\_;
- c) five pencils, three \_\_\_\_, six \_\_\_\_;

Make up phrases by putting the word in parentheses in the desired case, gender, and number:

(a) girl (young) \_\_\_\_\_ hair;

b) to eat (sandwich) \_\_\_\_\_ lunch;

c) to play (game) \_\_\_\_\_ toy.

Write down the appropriate prepositions:

(a) jump \_ the pool;

b) run \_ the park;

c) hide \_ the tree.

Spell out simple words like "cat," "dog," and "house" and ask the child to read them aloud.

#### Interpretation of the results

These tasks can help identify difficulties in reading and writing, as well as difficulties with spelling and grammar. The teacher or specialist can observe how the child performs these tasks and identify any patterns of difficulty that may suggest dyslexia.

**Key words**

Generalising, dyslexia, dysgraphia, spelling

**Links for more information:**

1. Understood.org: This website provides information, resources, and support for parents and educators of children with learning and attention issues, including dysgraphia and dyslexia. They have a section specifically for educators that offers tips and strategies for teaching students with these learning differences. <https://www.understood.org/en/school-learning/for-educators>
2. The International Dyslexia Association: This organization is dedicated to helping individuals with dyslexia and their families. Their website includes resources and information specifically for educators, including articles, webinars, and conferences. <https://dyslexiaida.org/educator-resource-hub/>

## Tool 2

### Title: Reading comprehension exercises.

Using this tool you can suspect dyslexia problem.

#### Instructions / Methodology / Recommendations how to use the tool

The child is asked to read a short text. Reading can be adversely affected in children and adults with dyslexia.

For example, the text could be:

"The big brown dog ran fast through the green field. He loved chasing after the little white rabbits that played there. The birds flew high in the blue sky, and the sun shone bright and warm. The dog's owner, a kind old man, sat on the bench, watching the scene with a smile on his face."

#### Interpretation of the results

When listening to a child read this text, a teacher should pay attention to the following aspects:

1. **Accuracy:** Does the child read the words correctly, or do they substitute, omit, or add words?
2. **Fluency:** Does the child read with a natural pace and rhythm, or do they read hesitantly or with frequent pauses?
3. **Comprehension:** Does the child understand what they are reading and can they answer questions about the text?
4. **Phonemic awareness:** Does the child have difficulty identifying individual sounds or blending them together to form words?
5. **Decoding:** Does the child struggle with recognizing and decoding words they have not seen before?
6. **Sight word recognition:** Does the child have difficulty recognizing high frequency words?
7. **Reversals and transpositions:** Does the child mix up letters, words, or phrases when reading or writing?
8. **Directionality:** Does the child have difficulty distinguishing between left and right or reversing letters or numbers?

It's important to keep in mind that dyslexia is a complex and varied condition, and not all children will exhibit the same symptoms or struggles. If a teacher suspects that a child may have dyslexia, it's best to consult with a specialist or school psychologist for a formal evaluation and appropriate interventions.

#### Key words

Context, comprehension, unsystematic

**Links for more information:**

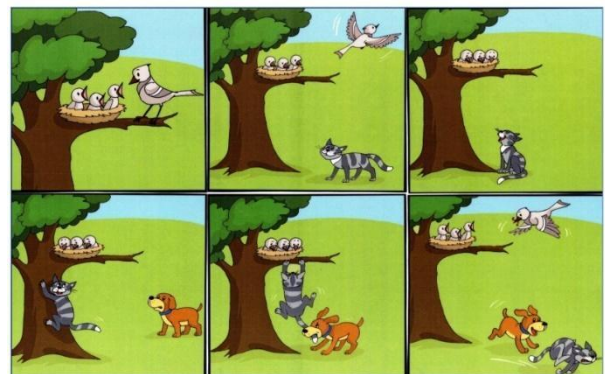
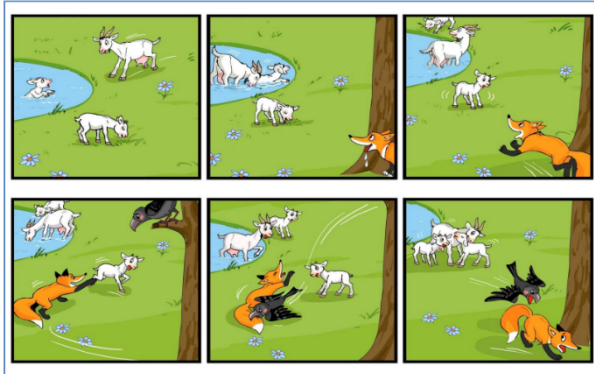
1. Learning Disabilities Association of America: This organization offers resources and information about various learning disabilities, including dysgraphia and dyslexia. Their website includes information for educators, including fact sheets, webinars, and resources for teaching strategies. <https://ldaamerica.org/educators/>
2. National Center for Learning Disabilities: This organization offers information and resources for parents, educators, and professionals about learning disabilities. Their website includes resources and information specifically for teachers, including classroom strategies, webinars, and professional development opportunities. <https://www.nclld.org/for-teachers/>

### Tool 3

#### Title: A study on narrative disambiguation.

Using this tool you can suspect dyslexia problem.

There is a big difference between the way the child expresses his/ her thoughts orally and in writing (he/ she can discuss, but his/ her written answer is incomplete and usually repetitive).



#### Instructions / Methodology / Recommendations how to use the tool

Visual stimuli - two sequences of storyboard pictures: "the story of the little birds" and "The Story of the Goats".

The child completes two tasks: creating a narrative based on the sequence of pictures and retelling what the researcher has read. The child retells the story based on another sequence of pictures.

All images are shown during the survey (arranged on the table in front of the child in one horizontal row from left to right) and told him/her that there is a fairy tale painted on them. The child is then allowed to look at the pictures quietly (no time limit). After the child has looked at the pictures, a teacher can say: Now I would like you to tell me this story. The fairy tale begins here... (pointing to the first picture).

During the next part of the test, the child is told: And now I'm going to tell you this story. Listen to this story very carefully and try to remember everything. And when I've finished, I'll want you to tell me the story, too. Then read out the "Little Birds Story" or "Little Goats Story and ask the child to retell it. Tell me all about what happened here. No pictures are shown during this part of the study.

#### Interpretation of the results

When a teacher or an educational support specialist conducts the task of visual stimuli with a dyslexic child, there are several aspects to consider when interpreting the results:

1. **Comprehension:** It is essential to check whether the child has understood the task and the story correctly. If there is any misunderstanding or confusion, it may affect the child's ability to narrate or retell the story accurately.
2. **Narrative coherence:** The teacher/ specialist should look for the overall coherence of the story. Dyslexic children may have difficulty organizing their

thoughts and expressing themselves coherently. If the story lacks a clear beginning, middle, and end, or if there are any inconsistencies or illogical jumps, it may indicate difficulties with narrative coherence.

3. **Vocabulary:** The teacher should pay attention to the child's vocabulary and word choice. Dyslexic children may struggle with reading and writing, which can affect their vocabulary acquisition. If the child uses simple or inappropriate words to describe events or actions, it may indicate difficulties with vocabulary.
4. **Sentence structure:** Dyslexic children may have difficulty constructing grammatically correct sentences. The teacher should check for any grammatical errors or incomplete sentences.
5. **Memory:** The teacher or other specialists should assess the child's memory by asking questions about the story. Dyslexic children may have difficulty remembering details or recalling events in the correct sequence.

By considering these aspects, it is possible to make a more accurate assessment of the child's dyslexia. It is important to note that this task is not a definitive diagnostic tool for dyslexia but rather a part of a broader assessment process that includes other tests and evaluations.

### **Key words**

Incomplete and repetitive text.

### **Links for more information:**

1. Creative Kids: Creative Kids offers a range of online art workshops for children, including workshops on visual stimuli. You can visit their website at: <https://www.creativekidsart.org/>
2. Artful Parent: Artful Parent offers a range of resources and activities for children to explore and engage with art, including workshops on visual stimuli. You can visit their website at: <https://www.artfulparent.com/>

## Tool 4

### Title: How to recognise the signs of dyslexia?

**Using this tool you can suspect a dyslexia problem.**

Dyslexia usually becomes apparent around the time a child starts learning to read and write.

### Instructions / Methodology / Recommendations how to use the tool

Typically, a child with dyslexia has a combination of these traits.

Statement	Yes	No
The child avoids reading;		
Pretending to read (usually the child pretends to read a book that is obviously too difficult for them);		
Cannot tell or talk about the books they are reading;		
Difficult to express thoughts in writing (written answers to questions are usually very short);		
You notice a big difference between the way the child expresses his/her thoughts orally and in writing (he/she is able to discuss, but his/her written answer is incomplete and usually repetitive);		
The child is stressed when it comes to completing reading-related tasks;		
Difficult to understand written tasks and instructions;		
Avoids going to school (often complains of headaches, stomach pains to stay at home);		
Experiences general problems with concentration and behaviour (e.g. asking to go to the toilet very often, always looking anxious at school);		
Constantly worries when it comes to school;		
Significantly lower performance in mathematics when tasks requiring reading are included;		
Has difficulty reading new words aloud;		
Has difficulty pronouncing words;		
Difficulties in learning new languages.		
<b>TOTAL</b>		

### Interpretation of the results

If you recognize several of these signs and symptoms in your child, make a timely referral to specialists and engage in consistent and targeted work with the child.

### Key words

Perception, abilities, special needs.

### Links for more information:

1. "The Lightning Thief" by Rick Riordan: This popular book series is a great choice for dyslexic children as it features a dyslexic protagonist who discovers he is a demigod. The author has dyslexia himself and has spoken openly about his experiences with the condition.
2. "The Diary of a Wimpy Kid" by Jeff Kinney: This humorous and engaging book series features illustrations and a format that is easy for dyslexic children to read. The books also touch on themes of friendship, family, and fitting in, which many children can relate to.



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3. "Percy Jackson and the Olympians" by Rick Riordan: This action-packed book series follows the adventures of a dyslexic demigod and is a great choice for dyslexic children who enjoy action and adventure.

