



SHARE 2018 – Integrating ELT

## Charlemos sobre integración en la escuela: Cómo enseñar inglés a chicos con dislexia ?

By Licenciado Ricardo Spizzo

### AN INCLUSIVE LEARNING ENVIRONMENT FOR STUDENTS WITH SLD'S

By Lic. RICARDO SPIZZO ricardospizzo@gmail.com

#### WHAT are SLD's?

There are different phrases to describe students with learning difficulties.

Learning difficulties are grouped in different ways.

2005 Department of Education Working Group in the UK

Grouped : Dyslexia (reading difficulty)

Dyscalculia (Mathematics Learning Difficulty)

Dyspraxia (Difficulty with coordination of movement)

*SPECIFIC LEARNING DIFFERENCES*

2013 American Psychiatric Association

Grouped the same difficulties under the label

*SPECIFIC LEARNING DISORDERS*

Leaving aside HYPERACTIVITY Disorder (ADHD)

AUTISTIC SPECTRUM DISORDER (ASD)

#### WHAT is DYSLEXIA?

DYSLEXIA 1884 German Ophthalmologist Rudolf Berlin - COINED the word to explain the neurological condition in which people lost the ability to read.

Until 1960 Dyslexia and word-blindness were used interchangeably.

Students with reading difficulties # dyslexic

Dyslexia has to be explained at four levels:

BIOLOGICAL LEVEL: GENETIC 50% chances of being dyslexic if parent/sibling

More boys than girls

COGNITIVE LEVEL: Process information

Difficulties in converting letters to sounds (reading)

Converting Phonemes to graphemes (writing)

Working memory spam (smaller)-build up meaning - Long term memory (storage)

BEHAVIOURAL LEVEL: Reading

- Concentration
- Writing
- Vocabulary range

Spelling (Easier to detect when they are speakers of non-transparent lg)

+time

Creative (Picasso, Steven Spielberg, Tom Cruise, Bill Gates) + IQ

Recognize PATTERNS more easily.

ENVIRONMENTAL LEVEL: With practice and age Reading Skills improve

Treatment and tools

The more they read, the faster they overcome some obstacles.

Definition by The International Dyslexia association.

*“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*

**WHY do we need to be aware and prepared?**

10% of the population has a Learning Disability

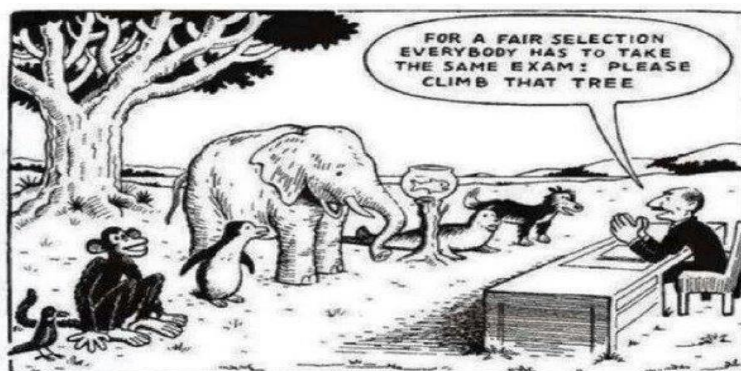
15 -20% of the population as a whole has some of the symptoms of dyslexia

National Law of Education 26.206 - INCLUSIVE

2016 a bill was passed - Dyslexic students should receive special treatment and proper education and teachers should be trained to be able to offer the necessary tools.

American Association of Colleges for Teacher Education claims

Assessment should be Reliable, Valid and FAIR



**Our Education System**

*“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”*

*- Albert Einstein*

## HOW can we identify a student with dyslexia?

We can suspect/identify characteristics/ recognize patterns but not diagnose - We can accommodate our teaching to make it more Inclusive.

- **SMALL AMOUNT** - divide work - exams + pages
- **SIMPLIFY** your teaching , you don't need to show how much you know about a topic, Write key words on the board - show how they are connected – Don't overload the board.
- **USE TECHNOLOGY** - Plickers - Less to read, 1 question at a time, user friendly- apps text to voice- Let them type with correctors.
- **BLOCK OUT: EXTRANEIOUS STIMULI** You can provide 2 paper L's to frame an exercise.
- **HIGHLIGHT** - Essential info -phrases or sentences.
- **USE GRAPHIC ORGANIZERS;**. PROVIDE THEM, TEACH HOW TO USE THEM
- **VERBAL + VISUAL:** Ask other students to read aloud, Add visual help, short videos before working with a text
- **PROVIDE COPIES** to read beforehand.
- **STEP BY STEP INSTRUCTIONS**  
Instructions like this one are impossible: Read the text and underline 3 connectors. Highlight the ideas that are connected and paraphrase in Spanish. Explain the function of the linking words.
- **REDUCE COPYING: THEY JUST CANNOT DO IT!**
- **Flexible work time:** Special on exams - allow them to take some extra time to finish.
- **Oral substitution - ORAL PRESENTATIONS** instead of writing they can explain orally what they have understood.
- **ADDITIONAL PRACTICE: THEY GENERALLY NEED MORE PRACTICE TO ACQUIRE VOCABULARY.**
- **NOTE SHARING:**  
Sts may have **WHATSAPP GROUPS** to share activities **WHEN THEY ARE ABSENT**, Let them take pictures of the board and share.

**WHERE can you get more information?**

1. University of Michigan - Dyslexia Program <http://dyslexiahelp.umich.edu/>
2. Kormos, J., & Smith, A. M. (2012). Teaching languages to learners with specific learning difficulties. Clevedon: Multilingual Matters. Chapters 1, 2 and 3.
3. <http://www.bdadyslexia.org.uk/dyslexic/dyslexia-and-specific-learning-difficulties-inadults>
4. <http://www.readingrockets.org/article/dyslexia-and-brain-what-does-currentresearch-tell-us>
5. <https://www.thoughtco.com/reading-comprehension-strategies-7952>
6. <https://www.thoughtco.com/reading-comprehension-to-students-with-dyslexia3110436>
7. <https://www.futurelearn.com/courses/dyslexia>

**For further information or invitations to school workshops send me an e-mail. Lic. Ricardo**

**Spizzo ricardospizzo@gmail.com**