

**IMPARARE
SEMPRE**

Redefining Accepting Including



***Managing and Teaching students with Dyslexia
in the English Classroom – a practical
approach***

Scuola Secondaria di Primo Grado
ANNO SCOLASTICO 2012-2013

What do you think?

WHAT IS DYSLEXIA?

Genius WITHIN



Over **half** of the UK population has a very limited understanding of dyslexia and think it's just about getting letters back to front.

Dyslexia is about abilities being out of balance

While dyslexics may struggle with:

- Organisational Skill
- Planning and Prioritising
- Time Keeping
- Background Noise



They may be brilliant at:

- Connecting Ideas
- Out of the Box Thinking
- 3 Dimensional Thinking
- Seeing the Big Picture



It is estimated that

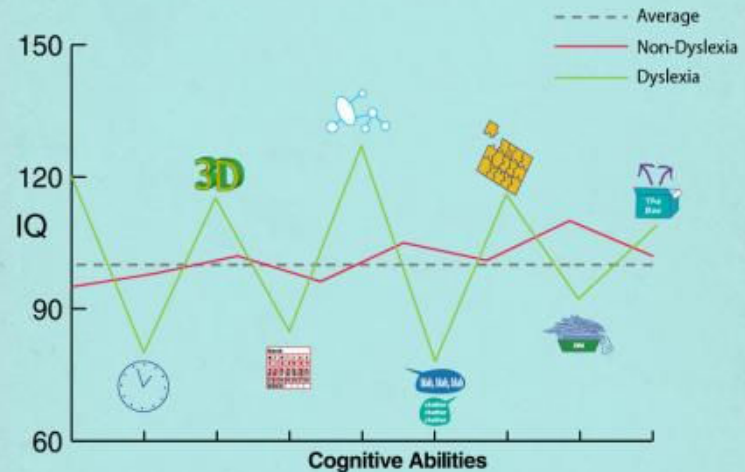
1 IN 10

people have dyslexia

Einstein was dyslexic
IQ = 160*
*estimated



But Dyslexia is NOT tied to IQ



People who demonstrate dyslexia tendencies can have HIGH or LOW IQ the key difference is the spikes on the profile



20% believe dyslexics would do better if they just worked HARDER

This is not True

7.3m students in Italy

292,000 – 365,000 Students

Roughly 4-5% of the population

At least 1 student per class

But why do we care?



“La scuola italiana sviluppa la propria azione educativa in coerenza con i principi dell’inclusione delle persone e dell’integrazione delle culture, considerando l’accoglienza della diversità un valore irrinunciabile”.



Education is not selective

1. studenti con disturbi specifici dell'apprendimento
 - ➔ *Linee guida per il diritto allo studio degli alunni e degli studenti con disturbi specifici di apprendimento (2011, decreto applicativo della legge 8 ottobre 2010 n. 170)*
2. studenti di origine straniera
 - ➔ *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri (2007)*
3. studenti con bisogni educativi speciali
 - ➔ *Linee guida per l'integrazione scolastica degli alunni con disabilità (2009)*

Education is not selective

Inclusion

Not only differentiation by activity but above all integration as much as possible.

Personalisation

No generalisation: whether SLD, foreign or with cognitive difficulty each has different issues which require methods and materials of various types

Managing Dyslexia in Class

Specific Issues in English Teaching

- ❖ How can I teach a true “inclusive” lesson?
 - ❖ Which activities are best suited?
 - ❖ Which activities can create difficulties?
 - ❖ How can I adapt material to work for all students?
-
- ❖ An example lesson plan

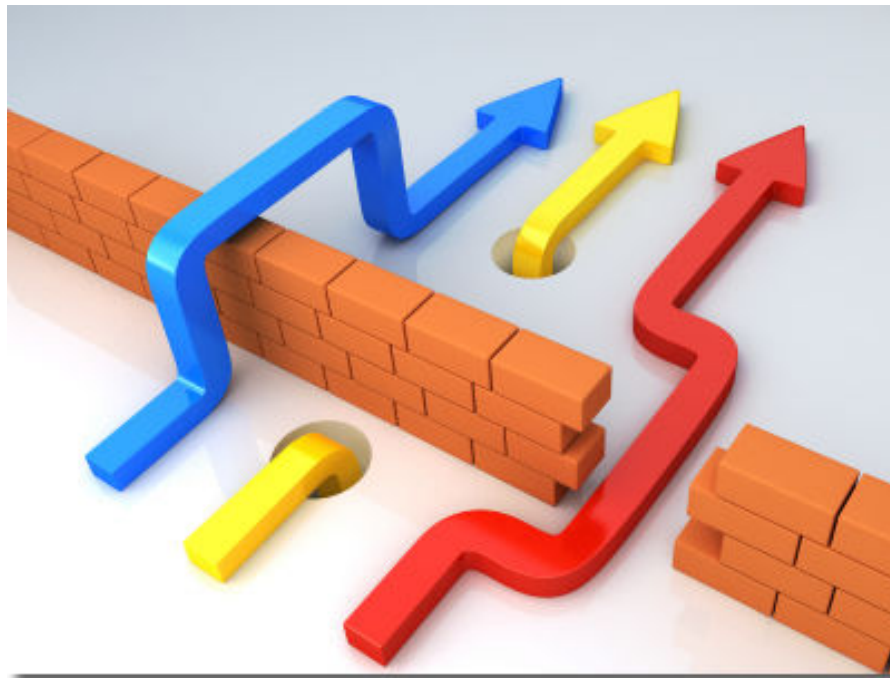
Where the teacher starts

- **Observation** evaluate the abilities within the global learning picture where problems are occurring: reading, writing, calculation
- **Communicate** open dialogue with the family if issues persist despite additional support
- **Advise** indicate specialists

Where the Teacher starts

English, French

Opaque: little correlation between pronunciation and spelling
increased learning obstacles



Inclusion/Personalisation

- The hours are few and it is impossible to follow all of my students
- With all the problems in the class does this mean preparing a different lesson for each student? And with what material??
- And while I follow one student what are the others doing?



**What is viable
for an LD student
is equally
valid for everyone**

How is **INCLUSION** incorporated into my lesson plan?



Digital interaction

In Class
At home



The classroom



What to use


Describe people

Is Amy **plump** and **short**?


No, she isn't. *She is slim and tall and she has got green eyes!*

Interaction

2 Completa il dialogo con Emma.



You



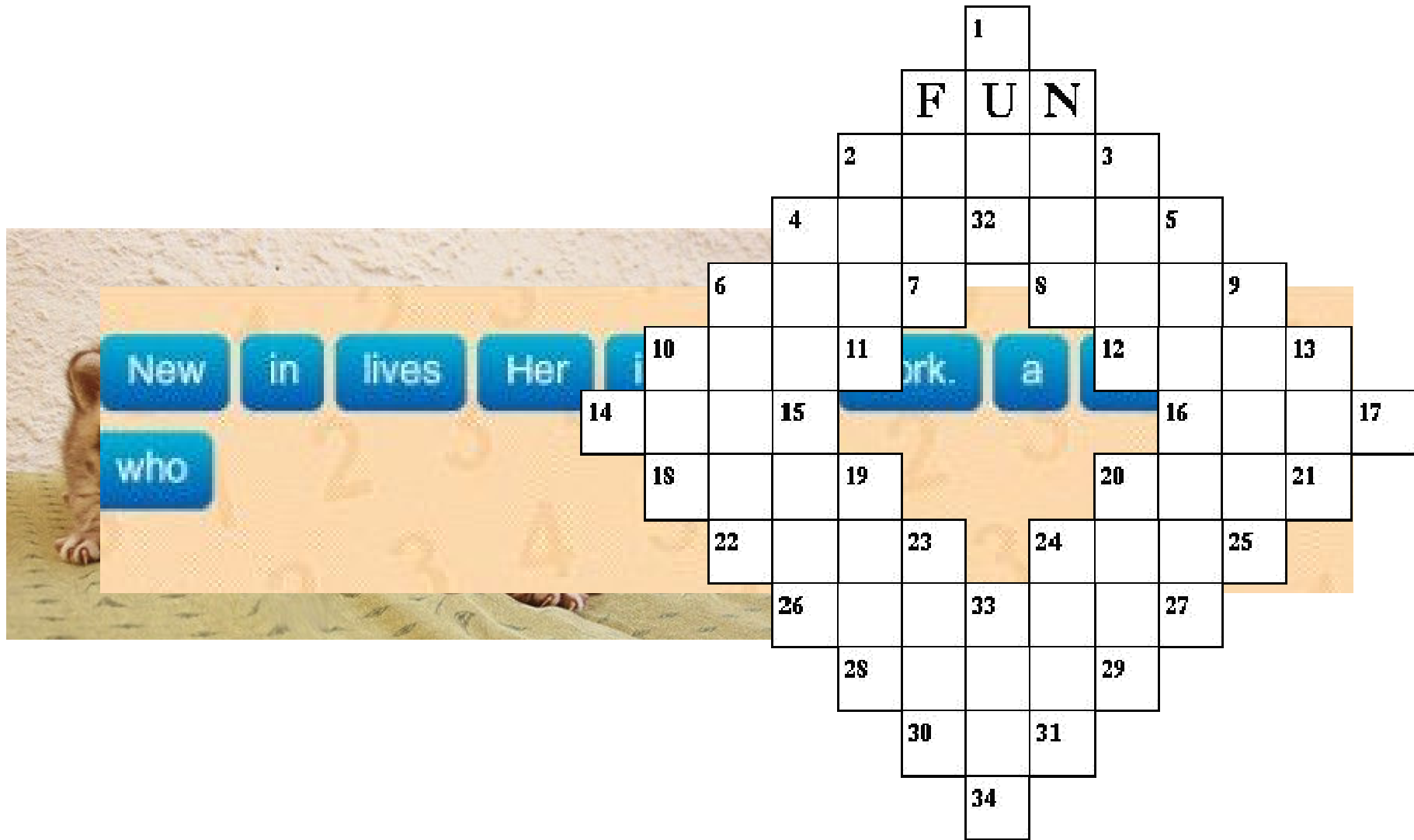
Emma

Hi!	Hello, Emma.
Have you got any brothers or sisters?
Yes, I've got one sister.
No, she's tall.
Yes, she's got brown hair.
No, she's got brown eyes.

2 Vero o Falso .

- 1 There are five cats and ten dogs at Fairfield Farm.
- 2 There aren't any sheep on the farm.
- 3 They have got some geese on the farm.
- 4 They haven't got any ducks on the farm.
- 5 There are some calves on the farm.
- 6 It is the right time of year for lambs.
- 7 They haven't got any pigs.

What not to use?



What not to use and What to adapt

8 Completa il dialogo con le domande.

Page 51 - Exercise 7 - Step 2
Scrivi che cosa sanno fare o non sanno fare questi personaggi.

3. Frank _____
4. Bob and Paul _____

00.
.....
.....
.....
.....
.....

00:06 2/3 Report Stampa Verifica esercizio Riprova Mostra risposte

Assessment

- Learning objectives are the same for all of the class
- Assessment coherent with student's PLP.



Assess abilities, knowledge and skills under correct criteria and mode

Assessment

- **Personalise**
- **Common ground** – adapt single activities
- **Production** – evaluate communication objectives not ERRORS
- **Additional time allowance**
- **Allow reasonable aid** – verb tables, word lists, digital dictionary

Assessment

Standard test sheet:

Unit test

Versione Standard

Name _____

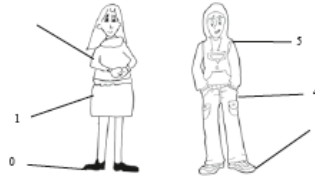
Surname _____

Class _____

Date _____

Vocabulary

1 Guarda i disegni della ragazza e del ragazzo e scrivi i nomi dei loro abiti.



0 shoes	3
1	4
2	5

.../10

2 Scrivi il luogo della città in cui puoi trovare gli oggetti elencati.

0 a bus: a bus stop	4 you / pizza?
1 computers and coffee: an l _____	5 the students / not / Maths
2 a newspaper: a n _____	
3 some software: a c _____	
4 a book: a b _____	
5 a train: a s _____	
6 a CD: a m _____	
7 cars: a c _____	

.../7

Grammar

3 Scrivi in un foglio frasi con *like* seguendo i suggerimenti.

0 Jack and John / not / classical music <i>Jack and John don't like classical music.</i>	4 you / pizza?
1 Susan / dogs	5 the students / not / Maths
2 I / swimming	
3 Andy / not / tennis	

.../10

4 Sostituisci le parole tra parentesi con un pronome personale complemento.

0 Kevin eats (pizza) <i>it</i> every day.	
---	--

1 We play tennis with (you and Tina)

2 Paula likes (Neville)

3 Do you want to have a pizza with (Sam and I)

4 Paul loves (Susan)

5 We are in class with (those two girls)

.../5

5 Completa le frasi con una preposizione di luogo.

0 The cat is *in front of* the computer.

1 The glasses are n..... t..... the book.

2 The boy is o..... the dog.

3 The cat is b..... the boxes.

.../3

6 Completa le frasi con *want* o *let's*.

0 They *want* to finish their homework.

1 I to have an orange juice.

2 buy a CD.

3 They to live in New York.

4 have lunch.

5 Do you to play computer games?

.../5

Functions

7 Completa il dialogo con le parole del riquadro.

these • think • help • perfect • pink • it
ugly • like • wicked • them • baseball

A Do you like ⁰ *these* red trousers?

B No, I don't like ¹ ² they're ³

A And this ⁴ top?

B I think ⁵ 's great.

A This ⁶ cap is cool.

B Cool, I don't ⁷ it.

A But this dress is ⁸

B Yes, it's ⁹ for you.

A Thanks for your ¹⁰ Nina.

.../10

Total .../50

Assessment

Same test adapted for Dyslexia

Unit test
DSA

Name _____
Surname _____
Class _____
Date _____

Vocabulary

1 Guarda i disegni e scrivi i nomi degli abiti accanto al numero corretto.

shoes • trousers • skirt • hoodie • trainers • jumper

0 shoes
1
2
3
4
5

2 Collega il luogo della città con gli oggetti elencati

0 a bus	a bus stop
1 computers and coffee	music store
2 a newspaper	station
3 some software	car park
4 a book	newsagent's
5 a train	internet café
6 a CD	computer shop
7 cars	sports shop
8 shampoo	clothes shop
9 a jumper	bookshop
10 ski	supermarket

.../10

3 Scrivi frasi con like o likes seguendo i suggerimenti.

0 Jack and John / classical music Jack and John like classical music.
1 Susan / dogs
2 I / swimming

Scrivi frasi con don't like o doesn't like seguendo i suggerimenti.

0 Andy / not / tennis Andy doesn't like tennis.
3 Susan / not / dogs
4 I / not / Maths

.../8

4 Sottolinea il pronome personale corretto.

0 Kevin eats pizza.
1 We play tennis with you and Tina.
2 Paula likes Tom.
3 Paul loves Susan.
4 We are in class with Jack and Jill.
5 I love videogames.

Kevin eats it / them.
We play tennis with us / you.
Paula likes him / her.
Paul loves she / her.
We are in class with they / them.
I love it / them? .../10

5 Completa le frasi con le quattro preposizioni di luogo che hai studiato nell'unità 7.

0 The cat is in front of the computer.
1 The glasses are n _ _ t _ the book.
2 The boy is o _ _ _ _ e the dog.
3 The cat is b _ _ _ _ n the boxes. .../2

6 Completa le frasi con want o let's.

0 They want to finish their homework.
1 I to have an orange juice.
2 buy a CD.
3 They to live in New York.
4 have lunch. .../4

Functions

7 Completa il dialogo con le parole del riquadro.

these • think • help • perfect • pink • it • ugly • like • wicked • them • baseball

A Do you like ⁰ these red trousers?
B No, I don't like ¹ I ² they're ³
A And this ⁴ top?
B I think ⁵ 's great.
A This ⁶ cap is cool.
B Cool? I don't ⁷ it.
A But this dress is ⁸
B Yes, it's ⁹ for you.
A Thanks for your ¹⁰ Nina. .../10

Total .../50

Example Lesson for DSA

- Lesson Objectives:

- Pronunciation “R” “S” “ES”
- Lexical Group – Physical Description
- Inferred Language “have got”

Programme:

- Unit 4 Brilliant Results
 - Pages 52/53/59 SBK
 - MyEnglishLab unit 4

- Tools to use

- LIMBook
- Flashcards
- Video
- Phonetic chart
- IWB

- MyEnglishLab

Example Lesson Part 1

3 Ascolta ed esercitati con Emma. Poi esercitati con un compagno.

Pronunciation /h/

4 Ascolta e ripeti.

his is
hand and
hat at

5 Sottolinea la parola che senti pronunciare.

1	hair	air
2	hill	ill
3	hold	old
4	hear	ear
5	heel	eel
6	hit	it

John Peter's CORNER

VIDEO CLIP B
ACTIVEbook

fifty-nine **59**

Phonetic Chart

i: sheep	ʃ ship	ʊ put	u: boot	ə here	eɪ make		
e bed	ə better	ɜ: bird	ɔ: fork	əʊ tour	ɔɪ boy	əʊ hello	
æ cat	ʌ cut	ɔ: calm	ɒ hot	əə where	aɪ high	əʊ how	
p pack	b back	t tie	d do	tʃ chicken	dʒ judge	k class	g glass
f foot	v van	θ throw	ð though	s sing	z zoo	ʃ shoe	ʒ measure
m man	n sun	ŋ sing	h hot	l lot	r red	w wet	j yet

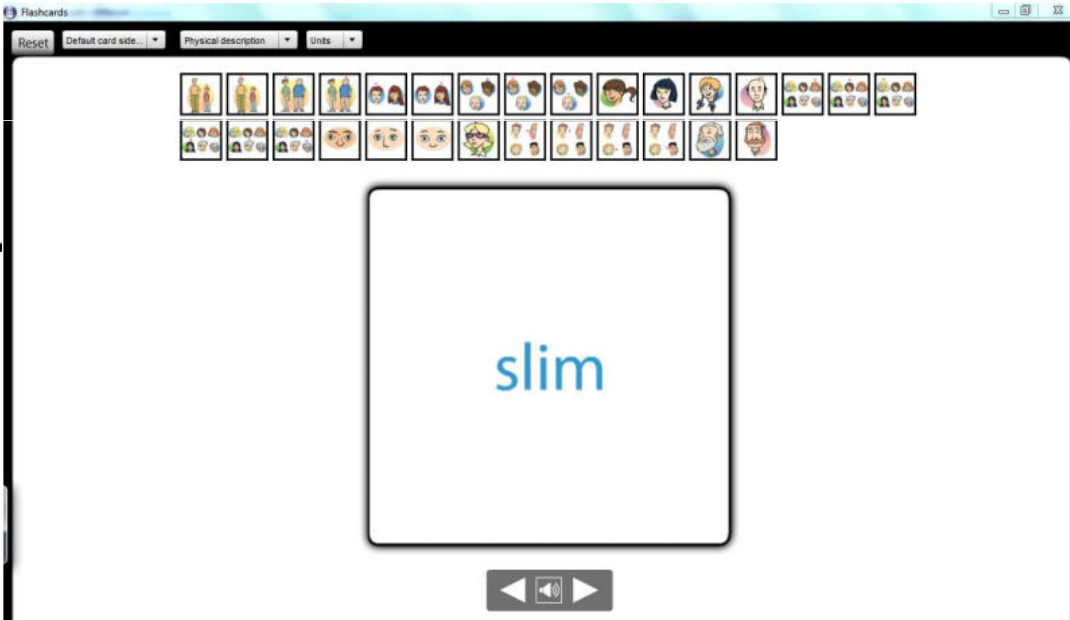
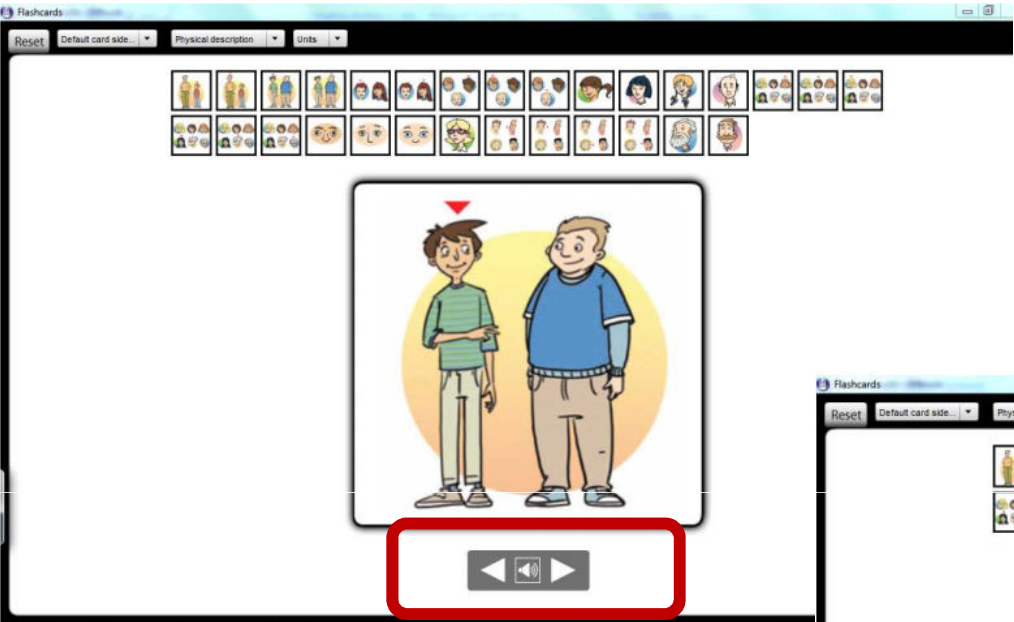
Control panel: s, sing, sell, ice

My sister has got a rabbit

Clic pulsante destro del mouse

01:12/05:22

Example Lesson Part 2



Example Lesson Part 3

Page 53 - Exercise 3
Abbina le parole ai disegni.

- short
- tall
- plump
- slim
- short hair
- long hair
- curly hair
- straight hair
- spiky hair
- red hair
- brown hair
- blond hair
- brown eyes
- green eyes
- blue eyes

00:03 Report Stampa Verifica esercizio Riprova Mostra risposte

Page 40 - Exercise 3

I seguenti aggettivi si usano per descrivere i capelli (*hair style*) o la corporatura (*body*)?

HAIR STYLE	BODY
.....
.....
.....
.....

slim plump tall short straight short long spiky curly

A Have you got short hair?
B Yes, I have.
A Have you got blond hair?
B No, I haven't.
A You're ...

Johnny Depp (Alice in Wonderland)
Miley Cyrus (Hannah Montana)
Robert Pattinson (Twilight)

Homework

Inclusion + personalisation (at home) =

MyEnglishLab



Homework

“Blended or online learning matches learning styles, therefore stimulating natural learning abilities which specifically aid LD students in self study...”

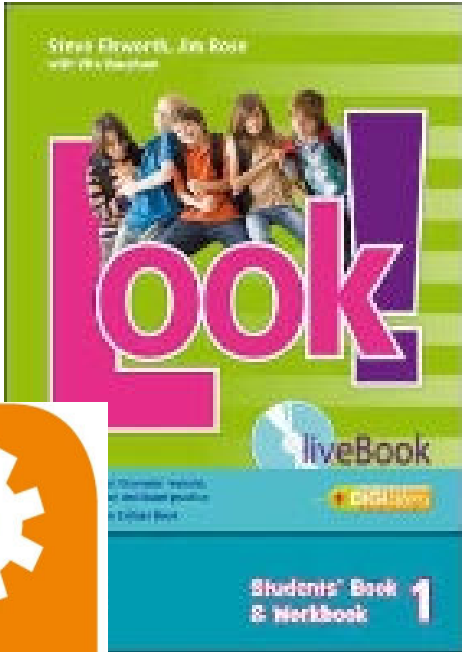
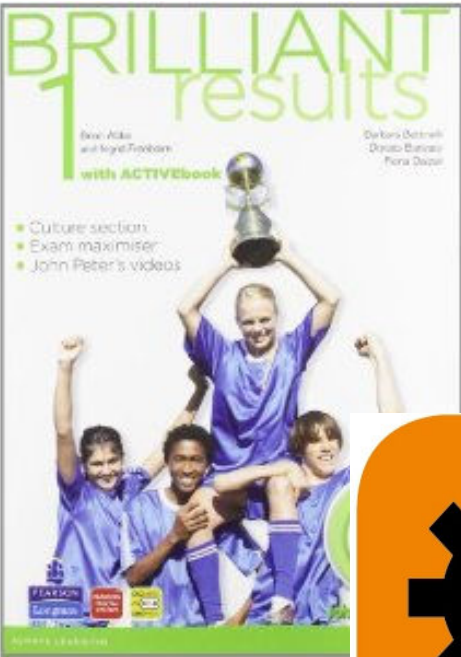
www.simplydigi.com/blog/2011/06/23/blended-learning-with-a-learning-management-system

“It provides the basis for continual assessment in LD learners which is vital in understanding and adapting course material to aid LD learners reach year end objectives successfully...” (family Centre on Technology and Disability, 12/2010)

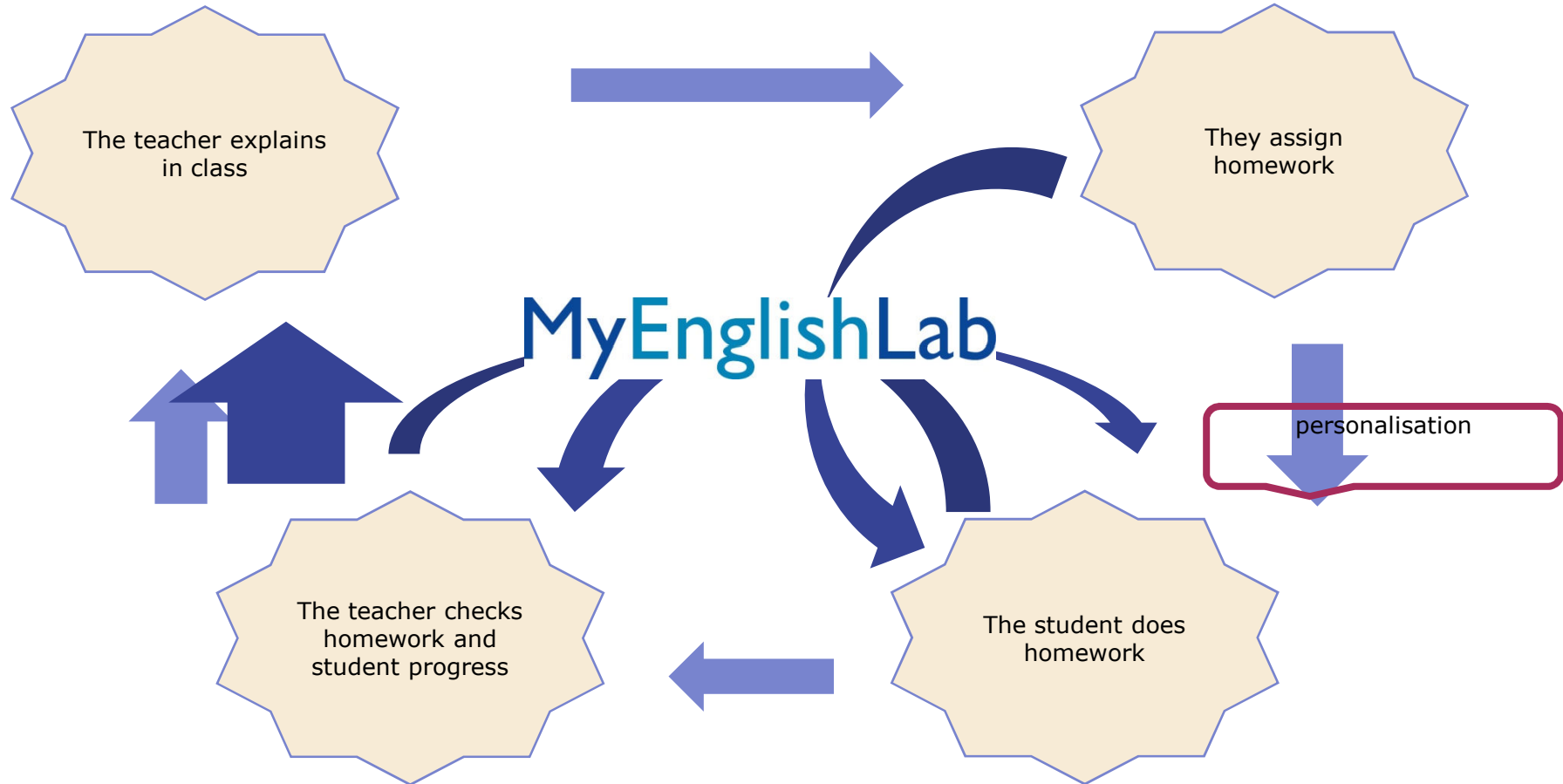
Homework

- **COURSE SPECIFIC**
- **STRUCTURED BUT ENABLES PERSONALISATION**
- **OPPORTUNITY FOR REVISION REPETITION AND EXCELLENCE**
- **INCLUSION**
- **CLEAR COMPLETE DIAGNOSTIC FEEDBACK FOR THE TEACHER**

MyEnglishLab



MyEnglishLab



Homework

Put the words in order to make questions.

Put the words in order to make questions.

EXERCISE 15: Listening - Video *London, magical city Part 1*

Guarda il video ascoltando con attenzione il commento, anche arrestandolo più volte e ripetendolo tutto se necessario, e rispondi alle domande cliccando in corrispondenza dell'opzione corretta.



- 1 Most Londoners... ?
 - get up very early.
 - get up later than people in other cities.
 - are still in bed when work starts at London's markets.
- 2 The streets of London... ?
 - aren't so busy in the early morning.
 - are busier in the early morning.

Homework

MyEnglishLab USER GUIDE REPORT A PROBLEM LOGOUT Logged in: Adam Black 01-Jan-2011 English

Homepage Course **Gradebook** Messages 3 Settings

Error report

Elementary **speakout**

Assignment title: Title of assignment Assign date: 02-11-11 09:00
 Class: Class 1A Due date: 11-11-11 09:00

Error browser

Simple **Advanced**

All most frequent error locations for: All categories

Show

Correct answer	Error	Number of students	By Whom
You can't go Preview activity	[none] Accept	1	Student 1
We are all friends Preview activity	[none] Accept	1	Student 1
I like bananas Preview activity	[none] Accept	1	Student 1
They all sing together in a choir and enjoy themselves very much. Preview activity	[none] Accept	4	Student 1, Student 2, Student 3, Student 4

<< Back

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ALWAYS LEARNING PEARSON

conclusions

- **INCLUSION**
- **PERSONALISATION**
- **DIGITAL RESOURCES**
- **CLASSWORK & HOMEWORK**

Additional Resources



[Associazione Italiana Dislessia](#), Italy's non-profit dedicated to helping people with dyslexia and the teachers who work with them.



[British Dyslexia Association](#) - browse the BDA website for a wealth of resources and information. Teachers will find the [Dyslexia Style Guide](#) particularly useful in adapting tests and other materials for their dyslexic students.



[Dyslexia Teacher website](#). The latest results of scientific studies on dyslexia, as well as a section dedicated to teaching techniques appropriate for dyslexic students.



[Dyslexia Parents Resource](#) - il sito gemello dedicato ai genitori. Si segnala un interessante articolo che discute le strategie per aiutare l'allievo dislessico nella memorizzazione.



[Languages without Limits](#). Designed for teachers of foreign languages who work with students with dyslexia and special needs.



[Speech Language Resources](#). Although not specifically designed for foreign language teachers, this site offers some interesting activities that can be adapted for use in the ELT classroom.

Contact details

Additional information available on our website
 Including an interview and downloadable
 materials by Prof.essa Paola Fantoni



"Quando la dislessia entra in classe"
Paola Eleonora Fantoni, docente di inglese nella Scuola Secondaria di Secondo Grado e formatrice sui Disturbi Specifici dell'Apprendimento.
 Guarda il video dell'intervista realizzata in occasione del convegno "Teaching communicative competences to digital natives" a Genova.



Clicca per effettuare il download della presentazione della Professoressa Fantoni: "Quando la dislessia entra in classe: diagnosi, POP, verifica e valutazione degli alunni con DSA".

[Download](#)



Clicca per effettuare il download della sitografia curata dalla Professoressa Fantoni: "Risorse per lo studio delle lingue straniere".

[Download](#)

