

IT IS IMPORTANT

Look at the person first rather than their behaviour or disability.

Discover their strengths and their challenges.

WHAT NOT TO DO

- Call the person by the diminutive of their name.
- Ask the person to read aloud or expose them to situations where they are confronted with their difficulty in front of a group.
- Always giving instructions or material to read or forms to fill out.
- Rushing the completion of tasks, whether at home or at school.

DID YOU KNOW THAT?

Walt Disney
Pablo Picasso
Agatha Christie
Harrison Ford
Robbie Williams
Steven Spielberg

were/are
dyslexic?



WE ARE ALL INVOLVED

All children matter and they really matter!

School is for each and every one.

UNESCO



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<https://edupa.pt/projeto-inedu/>



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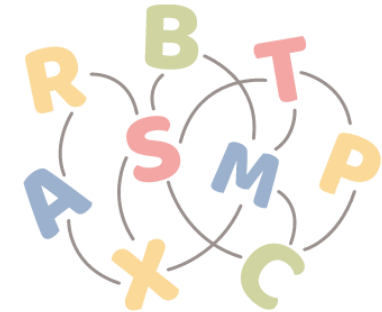


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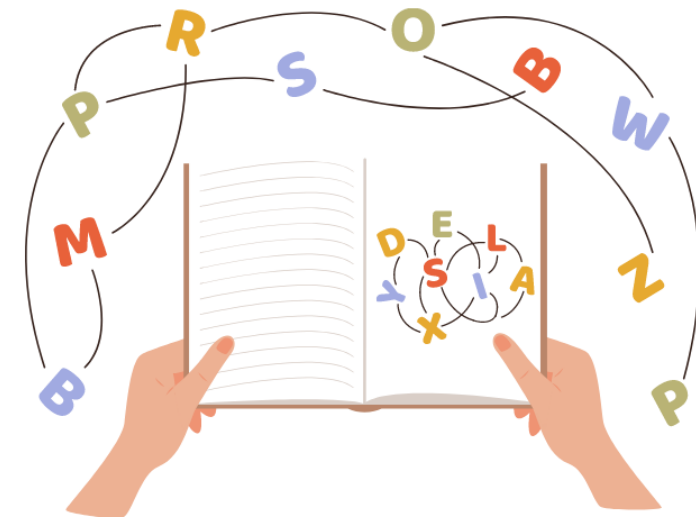


Co-funded by the
Erasmus+ Programme
of the European Union



DYSLEXIA

Knowing to understand





WHAT IS IT?



It is a difficulty in learning to read, despite having a normal intelligence,

It is often accompanied by learning disabilities in writing, spelling, grammar and writing.

It is distinguished from other reading difficulties by:

- difficulty in reading persists into adulthood.
- the errors in reading and writing are of a peculiar and specific nature.
- there is a family incidence (hereditary).
- the difficulty exists in interpreting other symbols.



CHARACTERISTICS



They have difficulties in reading or understanding texts.



Have difficulty with written expression. It is difficult to read what he/she writes or makes many errors, omissions and substitutions.



They have difficulty concentrating, memorising or recalling facts and content learned.



They often express feelings of incapacity, inferiority and frustration.



It performs differently from others for non-school subjects and areas.



They present difficulties in balance, coordination, temporal and/or spatial orientation.



Have a slower learning pace. Takes time to construct sentences.



Write words in a strange way. Swaps letters with similar sounds or spellings.



CURIOSITIES

They are children with other highly developed skills such as: sensitivity, arts, athletics, mechanics, 3 dimensional visualisation, creative problem solving and intuitive skills



HOW CAN I HELP?



Give one instruction at a time. Speak simply and clearly.



Give the child the time he needs to think.



Use multi-sensory strategies.



Recognise the child's strengths and encourage their self-esteem.



Collaborate to ensure that the environment is quiet, without noise and distractions.

KNOW MORE ...

