

Kaip tekstus mato mokiniai, turintys disleksiją

Robinson and Conway (1988, unpublished) reported significant improvements in subjects using the Lonsdale and Ufford (1979) word box, basic academic subjects, reading comprehension, reading accuracy, but not rate of reading. Adderley and Wood (1987) evaluated the results of 17th-18th grades on 23 remedial high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of focus, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 608 examples of the letter "b" on three pages, each page of which contained 6000 words and letters in 20 lines of

While reading disorientation can cause a Dyslexic to perceive words on a page strung together with no spaces making it nearly impossible to decipher words within. As disorientation worsens the worse the condition become.

$$\begin{array}{r} 25 \times 3 + (12 \times \frac{1}{4}) = \\ 2 \times 3 \times 2 \end{array} \quad 123 + 456 = ?$$

[illegible]

HALO

be a doubling, outlining, or halo
words. There may be a doubling,
and letters and words. There may be
outlining, or halo around letters and
be a doubling, outlining, or halo
There may be a doubling, outlining
ns and words. There may be a dou
halo around letters and words. Th
outlining, or halo around letters an
be a doubling, outlining, or halo an
There may be a doubling, outlining

The problem is in the way the mind interprets what the eyes see -- like an optical illusion, except this is a clash between what illusion and reality happens with ordinary print on a page.

u39Trumpenžųykite laipsniu.

a) ^{39}Tr trumpėnų žraifitėlaipsni.

a) $\frac{42}{25}$; b) $\frac{49}{121}$; c)

d) $8\frac{8}{27}; d1/8;$

u39Trumpenžulipsniu.

1-34 e1/125ff32/243;

4)38:g)32/243;g)64/12taipet

g)128/729h)128/2187h)126/2187ii)256/6561

$$\frac{1}{3} - \frac{1}{12} = \frac{1}{6} = \frac{2}{12}$$

Kaip tokios formos sąlygas mato mokiniai, turintys disleksiją?

<p>u39 Trupmeną užrašykite laipsniu.</p> <p>a) $\frac{4}{25}$; b) $\frac{49}{121}$; c) $\frac{8}{27}$; d) $-\frac{64}{125}$; e) $\frac{16}{81}$; f) $-\frac{32}{243}$; g) $\frac{4}{x^2}$; h) $\frac{x^2}{25}$; i) $\frac{27}{x^3}$; j) $-\frac{x^5}{32}$; k) $\frac{81}{x^4}$; l) $-\frac{x^3}{125}$.</p>	<p>(iš vadovėlio)</p>
<p>8. Kuri duotų lygybių yra neteisinga?</p> <p>A. $-4 - (-12) + 4 = -4 + 12 + 4$ B. $-5 - (+7) - (-2) = -5 + (-7) + 2$ C. $20 + (-8) - (-4) = 20 + (-8) + (-4)$ D. $-(-17) - 11 - (-14) = 17 + (-11) + 14$</p>	<p>(iš popierinio testo, daryto per pamoką)</p>

Ką mokykla/mokytojai/tėvai galėtų padaryti, kad disleksiją turintys mokiniai visą savo dėmesį ir resursus galėtų nukreipti uždavinio sprendimui, o ne sąlygos „atkodavimui“?