



I got it! - Complex intervention programme for secondary school students with dyslexia

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JÁ NA TO MÁM!



„I got it!“

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programme of learning strategies development

- » based on one's strengths to enhance one's weaknesses
- » 12 lessons (2 – 3 tasks in each lesson)
- » main focus on reading and writing skills based on work with scientific texts
- » individual or group work (max. 3 students)
- » individually adapted to particular needs of a student



Main theoretical background

- ✓ dyslexia theories
- ✓ mediated learning experience theory
- ✓ conceptual learning theory
- ✓ implicit and explicit information processing and implicit and explicit learning
- ✓ cognitive styles and learning preferences



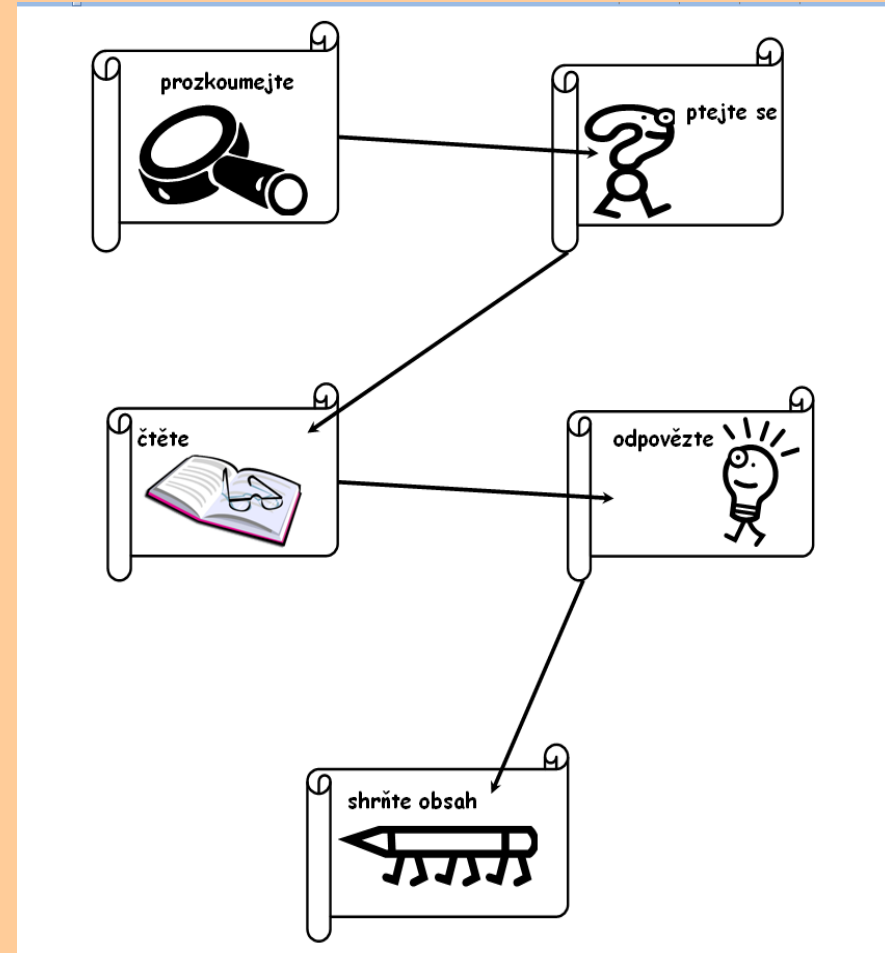
Reading skills and strategies

- » vocabulary development
- » training of decoding and comprehension strategies (e.g. a use of SQ3R strategy)
- » each text in each lesson bears specific tasks (e.g. structuring text, use of titles and subtitles, transformation of texts into other forms, searching key words)
- » further training of use of tables, charts, mind maps etc.



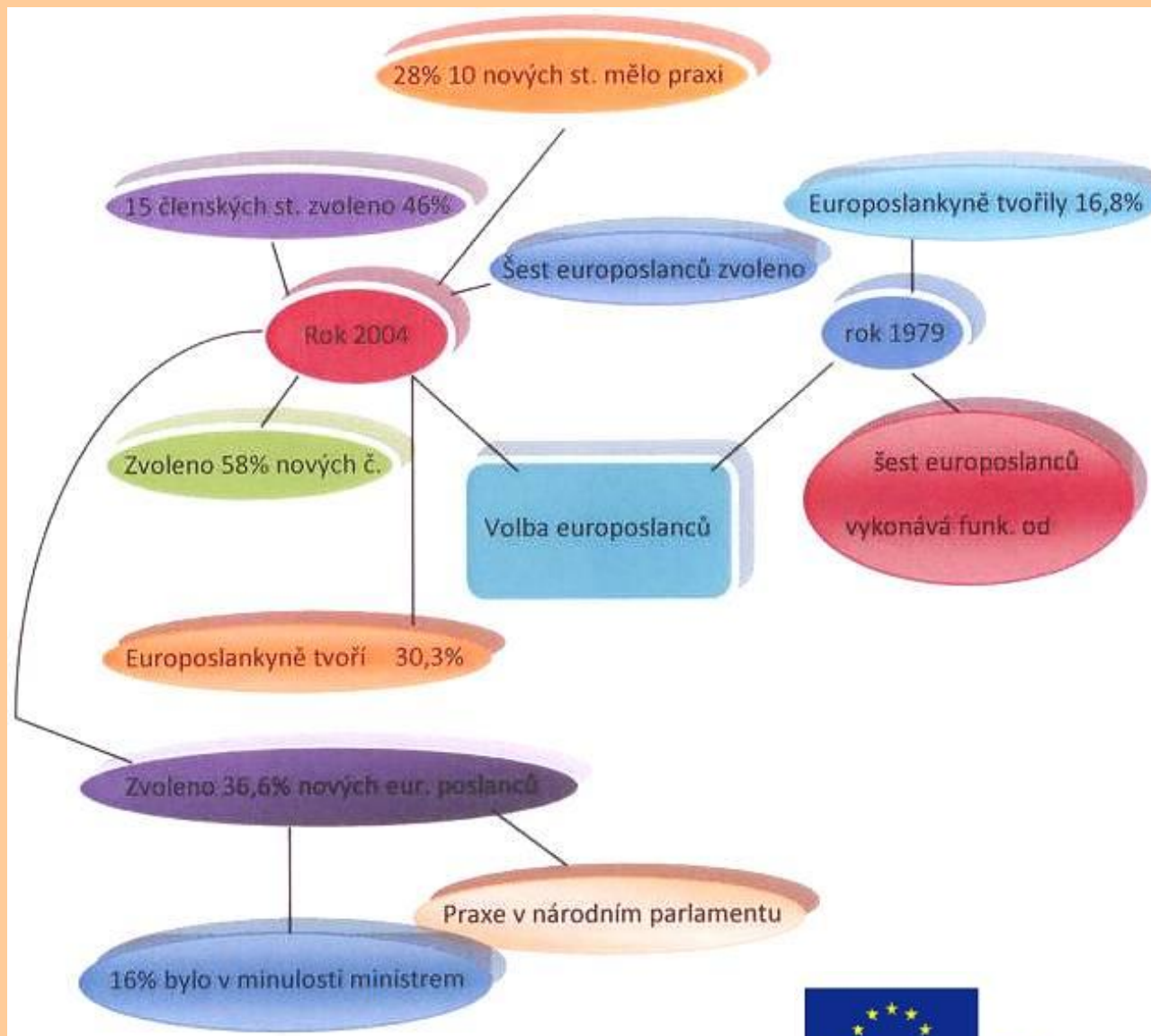
SQ3R

- ↳ survey
- ↳ question
- ↳ read
- ↳ respond
- ↳ review



Reading skills and strategies - what helps

- ❖ syllables
- ❖ rhyming, blending, segmenting, manipulation, deletion
- ❖ structure of text
 - ❖ **Prague is the capital of the Czech Republic.**
- ❖ practice of complicated and unusual words before reading the whole text
- ❖ use of dictionaries
- ❖ creation of vocabulary



Other areas of the programme

☞ verbal skills

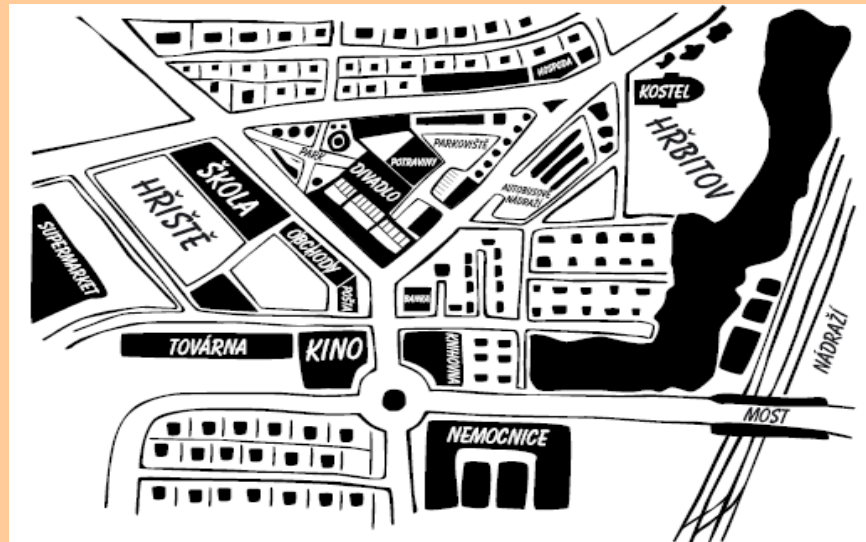
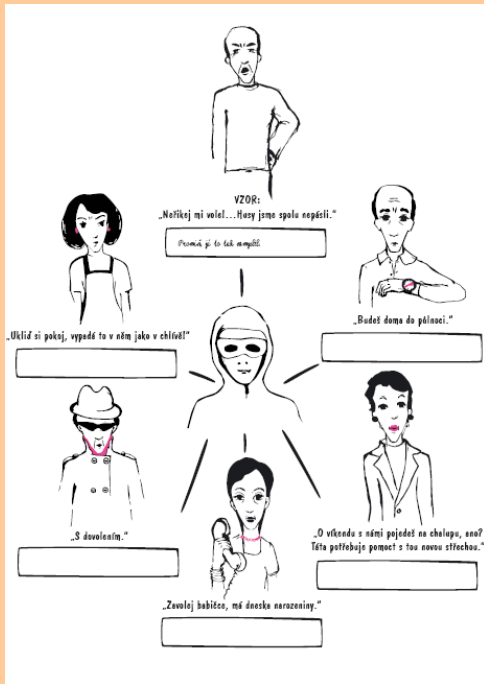
☞ planning and work organization

☞ social skills

☞ spatial orientation

☞ memory





Evaluation of the programme

- subjects: 20 adolescent - secondary school students (aged 15-18)
- methodology: qualitative (action research) + reading comprehension test, dyslexia questionnaire, academic self-concept and efficacy questionnaire (MALS)
- procedure:
assessment ↔ programme (approx. half a year) ↔
re-assessment + analysis of field data



Outcomes

- The subjects learned how to skim, scan, and analyze texts of different qualities (e.g. historical essays, journal articles, technical texts).
- They learned how to use key words in texts, how to write notes, organize texts into paragraphs, find crucial parts of a text, summarize what they have read/learned.
- They learned how to write a biography, how to create a mind map, how to create and interpret charts and tables.
- They started thinking about their learning preferences.



Outcomes – cont.

- They learned productive learning strategies (e.g. planning and controlling tasks, thinking about their metacognitive processes, prioritizing their work).
- Their verbal abilities have widened (all through the programme they were encouraged to verbalize their activities, to describe their working strategies, and to give complete sentences when answering).
- They started using the learned strategies at school.



Outcomes – cont.

“This text was much easier than the previous one as I could find many clues in it; and it helped me to complete all the tasks.”

(a comment of one of the students – in fact the text was more complicated – yet, he managed it without any mistake!)

“I don’t have to go to school any more. I’ve learned all I need to know during the programme.” (another comment from a student)

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