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DYSLEXIA and Graphology

Disorders in the graphic expression of language

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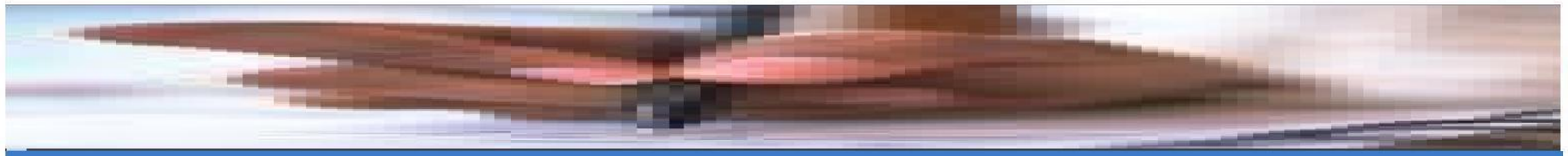
DYSLEXIA: *although it is a disorder basically in reading, it can also come with disorder in writing. It is not related to any kind of intelectual or neuralgical deficiency.*

COMPLETELY NORMAL CHILDREN, INTELIGENT, AND EVEN VERY INTELIGENT

since first months of the firts course in school, they cannot follow the common learning in reading as the other children

- They confuse some shapes, for example "*b*" and "*d*".
- They confuse sounds, for example "v" instead of "f", or "b" instead of "p".
- They often change words, for example they use to pronounce "*tal*" instead of "*tras*", or "*decir*" as "*ceder*".

Totally unnoticed CAN HAPPEN, BUT SO DO NOT RESULT IN YOUR SPELLING BECAUSE THAT LEAVES THE TRACK IN WRITING THE DUTIES OF THE CHILD.



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1. *Dyslexia and dysorthography are together.*
2. *This is normal since it is a disorder in writing expression.*
3. *Therefore, the best term is dyslexia-dysorthography.*

Dyslexia	=>	dyspelling,
Dyspelling	NO =>	dyslexia

- **Pedagogical deficiencies,**
- **Unsufficient attention,**
- **unstability,**
- **Affective problems,**
- **etc...**

ALTERATION IN WRITING BECAUSE OF DYSLEXIA

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- Confusion of some letters: "*d*" instead of "*b*", **or** "*p*" and "*t*"

- Confusion with sounds: "b" instead of "p", "d" or "t"

"endemigo" instead of "enemigo"

- ***Inversions***: en lugar de "el"-"le", en lugar de

"entarda" en lugar de "entrada"

- ***Mistakes in division of works***, and confusions between words with similar pronunciation, but different meaning.

"las aves del paraíso" - "lasaves del para iso"

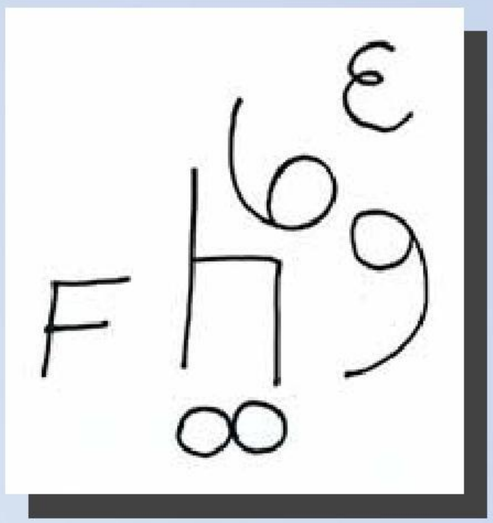
CAUSES MAY GET TO THE DYSLEXIA PREDISPOSE

Herity

Left-handed children

Psycomotor difficulties

Lack of correct organisation



Children with a problematic childhood have a higher risk to debelop dyslexia

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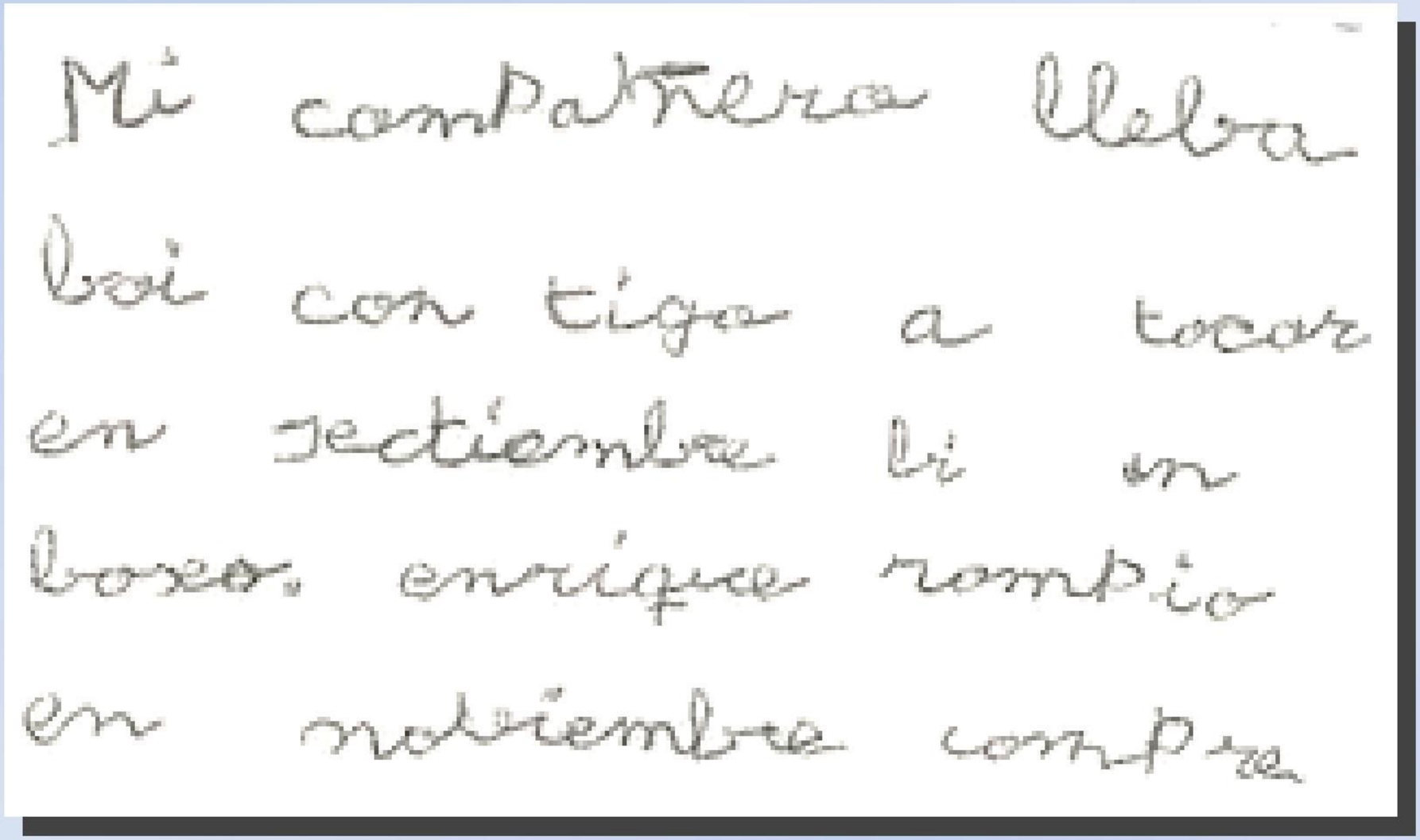
The writing of the dyslexic child :

- *Spaces between irregular words*
- *Spaces between letters*
- Several changes

- *Alterations in the order* : colocation of the paper and sides

- Simple writing is very slow


Mi compañero lleba
boi con tigo a tocar
en sectiembre bi en
boxeo. enrique rompio
en noviembre compre

9 years-old boy, wirh several dyslexic characteristics in writing

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EXPERTO

GRAFOLOGIA EDUCATIVA
Y
REEDUCACION GRAFOESCRITURAL

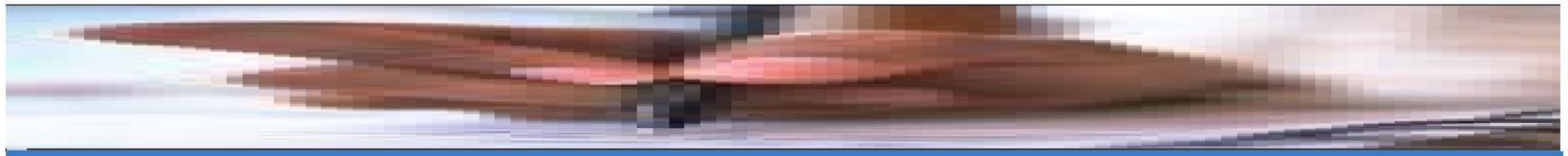
SEMANA 28ª

LA DISGRAFÍA DESDE EL PUNTO DE VISTA TÉCNICO

DYSGRAPHY FROM A TECHNICAL OVERVIEW

LEFT-HANDED WRITING

WEEK 6



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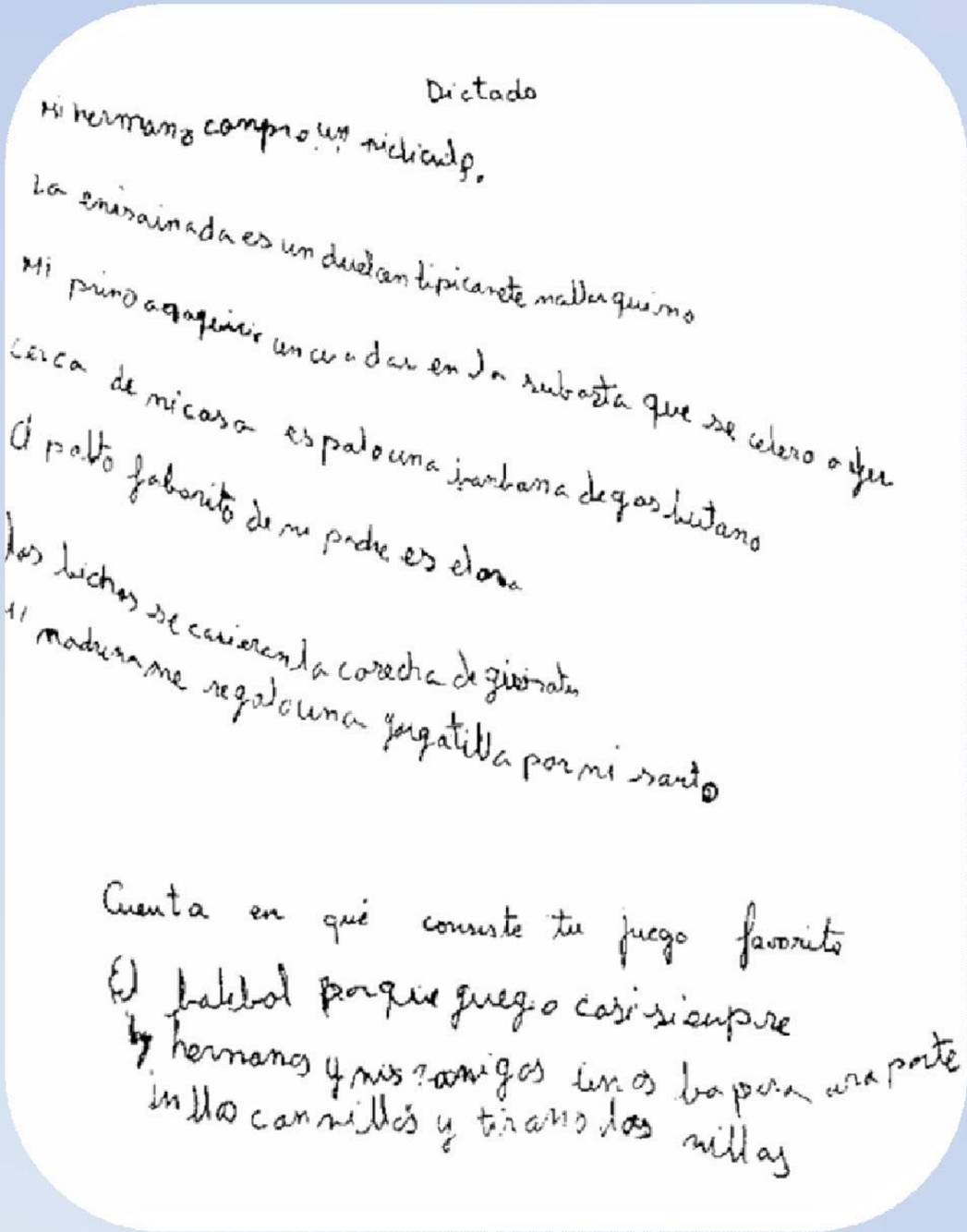


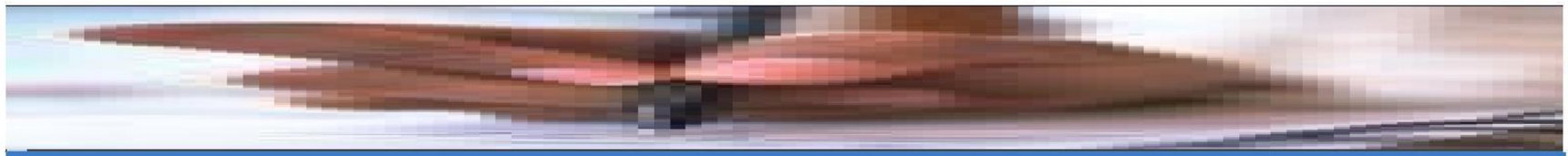
Dictado

Mi hermano compro un ridiculo.
La enisainada es un duelcantipicanete nallarquino
Mi primo a aquirir un cuadar en la subasta que se celero a yer
cerca de nicasa es palo una banbana de gas butano
El palto faborito de mi padre es el ona
los bichos se cavieran la corecha de girasol
Mi madrina me regalo una jorgatilla por mi santo

Cuenta en qué consiste tu juego favorito
El balebol porque juego casi siempre
by hermanos y mis amigos unos ba para una parte
in llo con villas y tirano las villas

Dysgraphy *is a writing disorder, an inability to reproduce writing characters, a child has strong difficulties to write in a legible. As dyslexia, there are several dysgrapchies depending on the damaged module.*

Therefore, we can say dysgraphy, which is a functional disorder caused by no brain or sensorial damage or intelectual deficiency, affects writing, on the way of drawing a letter and its shape.



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CAUSES:

- MATURATION CAUSES

- LATERAL DISORDER
- PSICOMOTOR DEFFICIENCY DISORDER
- DISORDER OF THE BODY IMAGE AND PERCEPTIVE -MOTOR FUNCTIONS
- DISORDER IN WRITING

-FEATURE CAUSES

- PURE DYSGRAPHY
- MIXED DYAGRAPHY
- REACTIVE DYSGRAPHY

- PEDAGOGICAL CAUSES

- MIXED CAUSES

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MATURATION CAUSES

There are difficulties of a neuro -psychological prevent the child write satisfactorily.

FACTORS:

Lateralization difficulties

Psychomotor impairment disorders

Disorders of body image and perceptual -motor functions

Disorders of graphic expression of language - DYXLESIA

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-Children from 3 to 5 years:

- Slow learning of the vocabulary and speaking with some difficul ties to pronounce words.
- To stumble when running or jumping.
-Difficulty in following the instructions and learning routines.
-Lack of attention and increase of the activity
- Difficulty in zipping and button up his clothes.
- Delay in memorizing numbers, alphabet, days of the week, colour s and shapes.
- Lack of control and use of the pencil and scissors.
- Problematic behaviour in his social skills.

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- Children from 6 to 11 years :

- Inversion of letters, numbers and words.
- Confusion in the order of letters forming a word.
- Changing in the order of letters and inversion of numbers.
- Difficulty in relating letters and sounds and decode learned wo rds.
- Difficulty in words pronunciation, inversion, substitution of s yllables.
- Confusion between right and left, and mirror effect in writing.
- Poor motor coordination, the child gets confused easily and pro ne to accidents.
- Grabbing the pencil in a bad way.
- Bad writing letter and poor spelling due to a disorder in motor coordination.
- Not able to complete a list of verbal instructions.
- Poor reading comprehension. Slow for remembering information.
- Problems regarding the time and date.

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-Children of 12 years old and older:

- Concentration problems when reading and writing.
- Poor immediate memory, not remembering what he has read due to his difficulty in comprehension when reading, writing and even maths skills.
- Bad interpretation of the information due to his lack of compre hension of abstract concepts and bad reading.
-Difficulties in organizing the space, his work materials and tho ughts when talking and writing.
- Not able to plan his time in order to finish his tasks.
- Slow word and not able to adapt to new environments.
- Not able to improve his social skills and make friends or under stand discussions.
- To avoid reading, writing, maths and finaly emotionally blocked .

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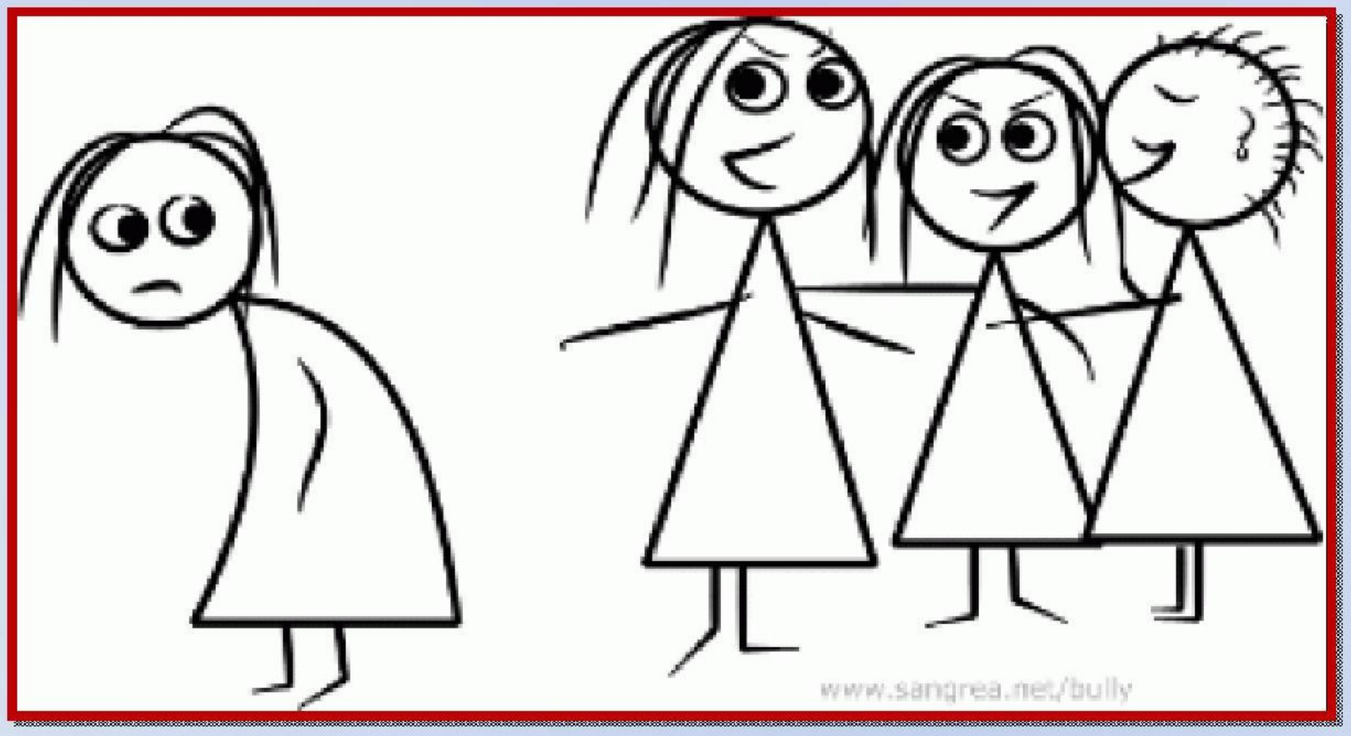
FEATURE CAUSES

This kind of graphic is related to perspective and motor difficu lties, and it is the result of phychological pressure of the child. It can be a defen se mechanism in order to mask other behaviour disorders as inhibition, shyness, isolation…



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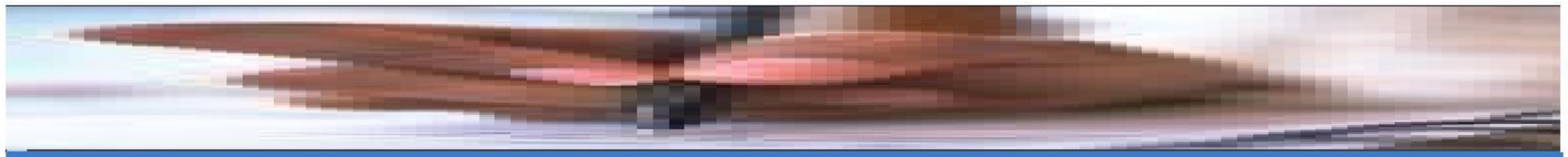
PEDAGOGICAL CAUSES

The shcool is the detonator of spelling disorders, because the s chool is the place where the child has to discover everything and also because some educative mistakes are created or they are causes reinforced in alteration of child writing with other peronal disorders.

- *Inflexible instructions, without attending individual character istics*
- *Neglection in the spelling diagnosis as a method of identifying other difficulties.*
- *Bad orientation in the adquisition of motor abilities*
- *Bad orientation in changing the type of letter from script to i talics*
- *Very ambitious objectives*
- *Bad learning materials*
- *Unability to teach left-handed children (right position of the paper and better movement s)*



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MIXED CAUSES

There are some syndroms which cannot be explained independenly, but as the sum of all factors, as the graphic spasm, whose syntoms are:

- *Extreme tension in the amr used to write.*
- *Painful sequences.*
- *Forced stops during writing.*
- *Bad coordination of movements, with spasms*
- *Sweaty palms.*
- *Variation in the way of grabbing the pencil.*
- *Reject to writing.*

FREQUENT FEATURES IN LEFT-HANDED WRITING

- *Técnica deficiente*

Cuando niños y niñas no adquieren una técnica correcta de escritura, es frecuente encontrar los siguientes defectos:

1. Posición inadecuada del papel, muchas veces a la derecha o en el centro, y sin inclinar, en lugar de la posición adecuada (papel a la izquierda y ligeramente inclinado a la derecha). La fotografía muestra la escritura con el papel en el centro, lo que obliga a la mano izquierda a avanzar barriendo el renglón.

2. Sujeción deficiente del lápiz, a menudo con el pulgar montado sobre los otros dedos. Estas deficiencias disminuyen la movilidad de los dedos y por ello pasa a escribirse con la muñeca y el brazo. En la fotografía se observa cómo el pulgar está montado sobre el índice.

3. Mano sobre el renglón en posición de barrido, lo que dificulta la visión del texto que se está escribiendo. Debe tenerse en cuenta, sin embargo, que esta posición es común en niñas y niños pequeños, y sólo debe corregirse gradualmente.

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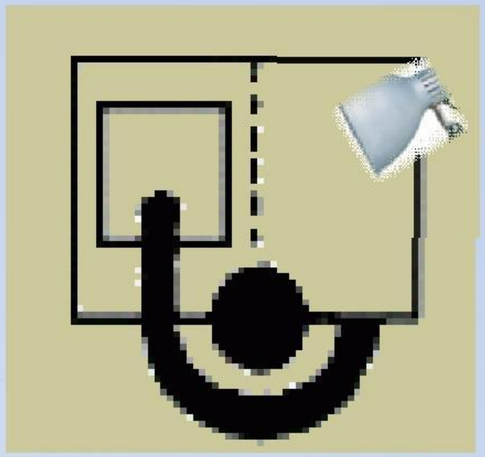
TEN TIPS TO WITH WITH YOUR LEFT HAND

1.- To organize your working space .



2.- To sit on a right position.

3.- To write with the paper on your left.

Figura 1. Correcta posición del papel

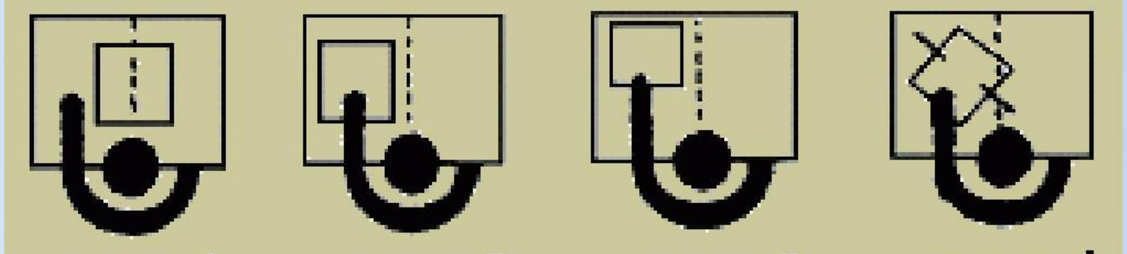


Figura 2. Posición alternativa del papel para manos en "gancho"

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4.- To put your forearm perpendicular to the botton edge of the pap er.

5.- Note to flex your wrist.

6.- To write with your hand under the writing line.

CORRECTO

7.- To grab the pencil with three fingers.

8.- To write with the right materials.

INCORRECTO

9.-To choose a right alternative position for older children who write in "hook"

10.- To adapt the above tips to the age, rhythm and preferences of t he child.

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EXPERTO

GRAFOLOGIA EDUCATIVA
Y
REEDUCACION GRAFOESCRITURAL

SEMANA 30ª

PAIDOGRAFÍA

GRAFOLOGÍA INFANTIL

CHILD GRAPHOLOGY

SCIENCE

THE CHILD INTERPRETS GRAPHIC OR WRITING FEATURES

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WHAT DOES THE EDUCATIONAL GRAPHOLOGY STUDY?

Educational Graphology studies the learner's knowledge trough his writing and graphic expressions.

This kind of research can be studied

INDIVIDUAL or IN GROUP

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INDIVIDUAL

- STUDY OF HIS PERSONALITY

- ANALYSIS OF EXTRANGE BEHAVIOUR

- LEVEL OF MATURING

- ADAPTABILITY TO THE ENVIRONMENT

- ACADEMIC DEVELOPMENT

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IN GROUP

- INMEDIATE ORIENTATION IN CHILDREN PROBLEMS

- HOMOGENEOUS ORGANIZATION OF THE GROUP

- PERSONALIZATION IN THE GROUP

- RELOCATION

EDUCATIONAL GRAPHOLOGY

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APPLICATIONS IN THE EDUCATIONAL FIELD

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THE TEACHER MUST REINFORCE THE PERSONALITY OF THE STUDENT,

therefore, in writing it is necessary:

- To respect, allow and encourage the originality
- To exploit any chance of creativity
- Not to restrict individual tendencies of the chilld

The teacher with knowledges in GRAPHOLOGY can:

- To correct and/or supress any disording movement
- To select every useful movements

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❖ ***Graphology in the psicopedagogical system***

It allows to complement the task of the teacher (fisrt contact w ith the problem) with a deeper analysis thanks to the implementation of more specific graphological technices, interview of the family, possible visit to different experts…

❖ ***Graphology applied to Vocational Guidance***

Through writing we can discover aptitudes and attitudes of a per son, in order to discover his vocational profile.

❖ ***Valuation of the mental and physical performance***

The individual and personalized analysis of the child through th is technic will allow us to evaluate the child's levels of assessment, treatment, activities and so on which wi ll be not only efficients but effective.

EDUCATIONAL GRAPHOLOGY

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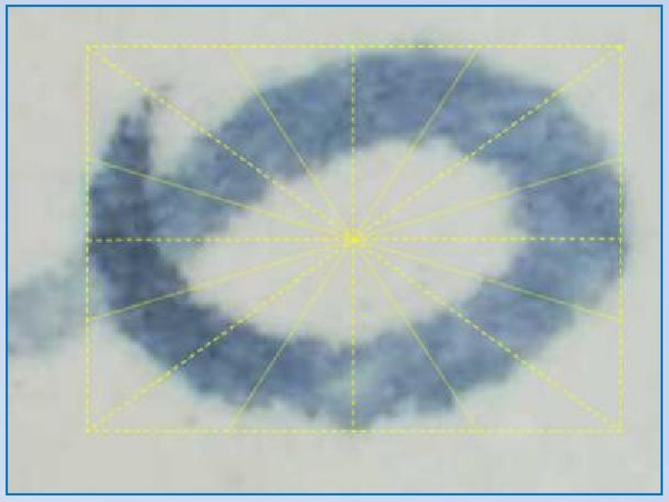
STUDY CASE

What is the best time for my child?



EDUCATIONAL GRAPHOLOGY

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GRAPHOLOGY REPORT

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SECTIONS OF THE REPORT

1.- DATA OF THE CHILD

2.- PRECEDENTS

3.- TESTS DONE

4.- RESULTS OF THE REPORT

5.- CONCLUSIONS

EDUCATIONAL GRAPHOLOGY

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SAMPLE REPORT

1. CHILD DATA

Name and surname:	**Date of birth:**
Address:	**Telephone:**
Academic course:	**Age:**
Reason of the report: *Information – Bad marks – Extrange behaviour observed by the parents …*	
Matter: *- Personality and intelligence profile – Behaviour*	

2. PRECEDENTS

The proofs that have done or are going to be done to the child a re reflected:
"The child has undergone a series of graphologic and proyective p roofs. Our report is based on that proofs in order to guess the following data:

- The maturing level of the Intelligence Quotient. (Car 's test).
- The Emotional Level and Personal Development.
- His/ her visual and motor ability (Bender 's test, Lauretta).
- His/ her personality.
- To value the maturing level regarding the intelligence, will an d behaviour.

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3. TESTS DONE

SAMPLE REPORT

1.- Graphologic Test (A written and signed letter).
2.- Batteries of graphic tests:
- Tree / Person / Couple / Family / House / Car.
- The **Bender Visual Motor Gestalt Test** (Lauretta Bender).

The battery of graphic tests complement the information obtained in the graphologic test.

4. RESULTS OF THE REPORT

- In the writing, we can observe that the child is in the ---------- stage, and he/ she must be in the ---------- stage, the corresponding for his/ her age. (Eg: It can be obser ved that the child does not know how to use the pencil, and sometimes he/ she does not understand what he/ she has written.

- The Maturing Age of the child is at the age of ---------- (x years more/ less).

- Esta situación hace que el rendimiento de _____ sea mucho menor/mayor de lo que se espera de un niño/a de su edad; no/alcanzado los objetivos previstos para su e dad.

- Y así con el resto de parámetros que hayamos analizado …

5. CONCLUSIONS

SAMPLE REPORT

For all the explained above, we believe the obtained results mus t be contrasted with another professional, and it is also necessary t hat the child with the disorder goes to the Pychologist and run some tests.

"The conclusions obtained in the report, it is important to be tested by professionals of psychology and / or Education".

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1.- The Graphology is one of the best weapons of student knowledge, capacities and problems shown and hidden, we must not forget tha t after an academic failure is sometimes a reason that the child does not s how class in their behavior, and Graphology expert that can help unlock Educa tion.

2.- It has an additional advantage over other methods and enables th e tracking of cases every day.

END OF PRESENTATION

Thank you for your attention!!!