

DYSLEXIA

Ivana Marova, Ph.D.

DYSLEXIA



What dyslexic users see:

When Sampler CPU 1 boots up "Code Meter" automatically loads. This is a Wibu application (free online from Wibu.com). This is essential to recognize the DVZ-RT/Space/Library authorization USB key (dongle). This may be immediately visible because it's in the Windows Task Tray. This runtime program is actually installed on all the DVZ-RT computers (Control and Samplers).

If the Code Meter task Tray icon is green, this means the authorization key is present on the computer being viewed. On those computers where the key is not installed, the icon will be gray, but it will work because the program accesses the valid key over the network.

Also, On all Samplers, you will see an AI Crypt VST Host (Helix) icon. That also loads automatically upon boot up. This AI Crypt info pertains only to beta turn-key systems, and will change later.

If the icon is not present, launch it from the desktop icon, or look in the Start Menu - Programs/Audio Impressions/AI Strings and launch AI Crypt. If it isn't there, it failed to load or the Wibu key is not connected so please make sure it's present on one of the computers, that they're all networked correctly together, etc.

If it's loaded, right-click on the icon and a context menu will come up. The first item will be Dismount if all loaded correctly. Don't select this. If the first item is "Mount" then select this (this mounts the library). If you Mount, you have to choose the image, and that's located on the sample drive and named "aisi" (Audio Impressions Symphonic Image). You select it and mount it to x (using the dropdown menu). No letter other than x will function correctly. Note: All this will occur automatically in the final release and even in beta you shouldn't have to do the mounting if the boot process works correctly.

S E E I N G

2 0 / 2 0

D O E S N O T M E A N

Y O U H A V E

P E R F E C T V I S I O N

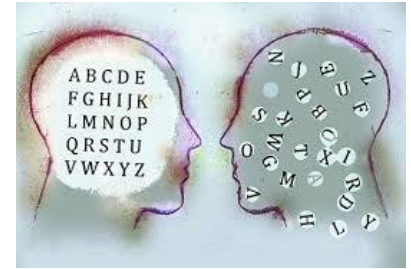
DYSLEXIA - DEFINITION

*“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by **difficulties with accurate and/or fluent word recognition** and by **poor spelling and decoding abilities**.*

*These difficulties typically result from a deficit in the **phonological component** of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.*

*Secondary consequences may include problems in **reading comprehension and reduced reading experience** that can impede growth of vocabulary and background knowledge.”*

DYSLEXIA - SYMPTOMS



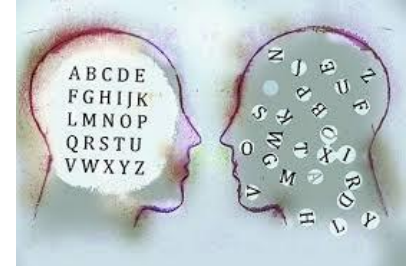
Vision, Reading, and Spelling

- Confused by letters, numbers, words, sequences, or verbal explanations.
- Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.
- Complains of feeling or seeing non-existent movement while reading, writing, or copying.
- Seems to have difficulty with vision, yet eye exams don't reveal a problem.

Hearing and Speech

- Has extended hearing; hears things not said or apparent to others; easily distracted by sounds.
- Difficulty putting thoughts into words; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking.

DYSLEXIA — SYMPTOMS



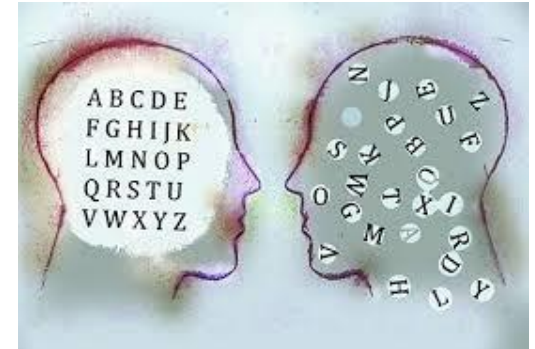
Writing and Motor Skills

- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks
- Can be ambidextrous, and often confuses left/right, over/under.

Math and Time Management

- Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.
- Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.
- Can count, but has difficulty counting objects and dealing with money.
- Can do arithmetic, but fails word problems; cannot grasp algebra or higher math.

DYSLEXIA - SYMPTOMS



Memory and Cognition

- Excellent long-term memory for experiences, locations, and faces.
- Poor memory for sequences, facts and information that has not been experienced.
- Thinks primarily with images and feeling, not sounds or words (little internal dialogue).

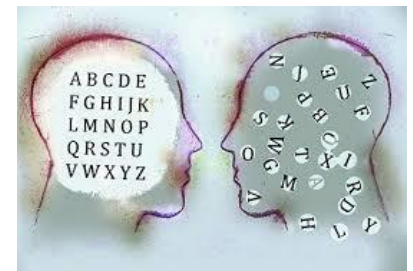
Behavior, Health, Development and Personality

- Extremely disorderly or compulsively orderly.
- Can be class clown, trouble-maker, or too quiet.
- Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).

DYSLEXIA IN THE CHILD DEVELOPMENT

Before school

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers and colors
- Difficulty learning nursery rhymes or playing rhyming games



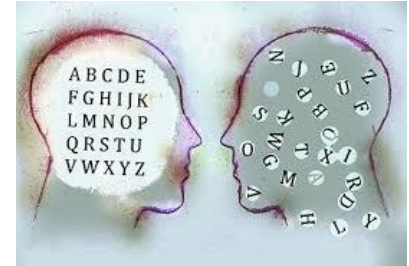
EFFICIENT IN
EDUCATION —
CONNECTED
WITH THE
READING
METHOD USED
IN SCHOOL



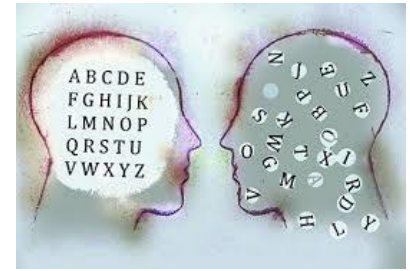
DYSLEXIA IN THE CHILD DEVELOPMENT

School age

- Reading well below the expected level for age
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
- Inability to sound out the pronunciation of an unfamiliar word
- Difficulty spelling
- Spending an unusually long time completing tasks that involve reading or writing
- Avoiding activities that involve reading

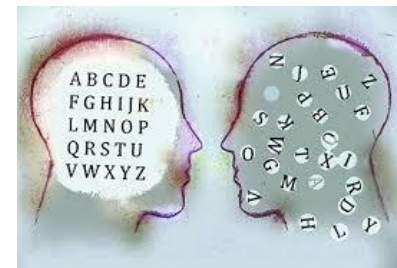


DYSLEXIA IN THE DEVELOPMENT



Teens and adults

- Difficulty reading, including reading aloud
- Slow and labor-intensive reading and writing
- Problems spelling
- Avoiding activities that involve reading
- Mispronouncing names or words, or problems retrieving words
- Trouble understanding jokes or expressions that have a meaning not easily understood from the specific words (idioms), such as "piece of cake" meaning "easy"
- Spending an unusually long time completing tasks that involve reading or writing
- Difficulty summarizing a story
- Trouble learning a foreign language
- Difficulty memorizing
- Difficulty doing math problems



SELF-ASSESSMENT TOOL

FRAN LEVIN BOWMAN, M.ED. & VINCENT CULOTTA, PH.D., 2010

- Do you read slowly?
- Did you have trouble learning how to read when you were in school?
- Do you often have to read something two or three times before it makes sense?
- Are you uncomfortable reading out loud?
- Do you omit, transpose, or add letters when you are reading or writing?
- Do you find you still have spelling mistakes in your writing even after *Spell Check*?
- Do you find it difficult to pronounce uncommon multi-syllable words when you are reading?
- Do you choose to read magazines or short articles rather than longer books and novels?
- When you were in school, did you find it extremely difficult to learn a foreign language?
- Do you avoid work projects or courses that require extensive reading?

If you checked seven or more of these questions, this may indicate dyslexia

DYSLEXIA - VIDEOS

What is it like to be dyslexic?

<https://www.youtube.com/watch?v=F9SxijF8VRc>

What is dyslexia?

<https://www.youtube.com/watch?v=ayoQNsZkCCo>

