

Conference organized by

Association des Parents d'Elèves
Lycée Français de Vienne
Elternverein

APE

Écoute. Aide. Agit.
Hört. Hilft. Handelt.
SEIT 1961 DEPUIS

Dys moi tout !

Better understanding of dys
disorders



What we will address

- The numbers
- Dys what?
- Dys moi... how do you read ?
- Dys me... how do you write?
- Identifying disorders
- The real life of Dys
- How to help my child ?
- Questions and Answers





Séverine LIEVIN

Psychologist and coach

- 10 years in private practice
- Psychological support for children, adolescents and adults
- Trauma Specialist
- Psychological management of RPS in companies
- Partner of Eutelmed, international care and quality of life operator, specializing in expatriate issues



Patricia BOIS

Speech-Language Pathologist

- Graduate of the Faculty of Medicine of
- More than 10 in private practice
- Specialist in LO/LE/ TDAH/TAC/Dyscalculie/ Bégaiement...
- Trained in Mental Management, Cogi'Act, Logical-Mathematical Reasoning...



The dys disorders in figures



Some figures

- In France we talk about 6 to 8% of dys disorders

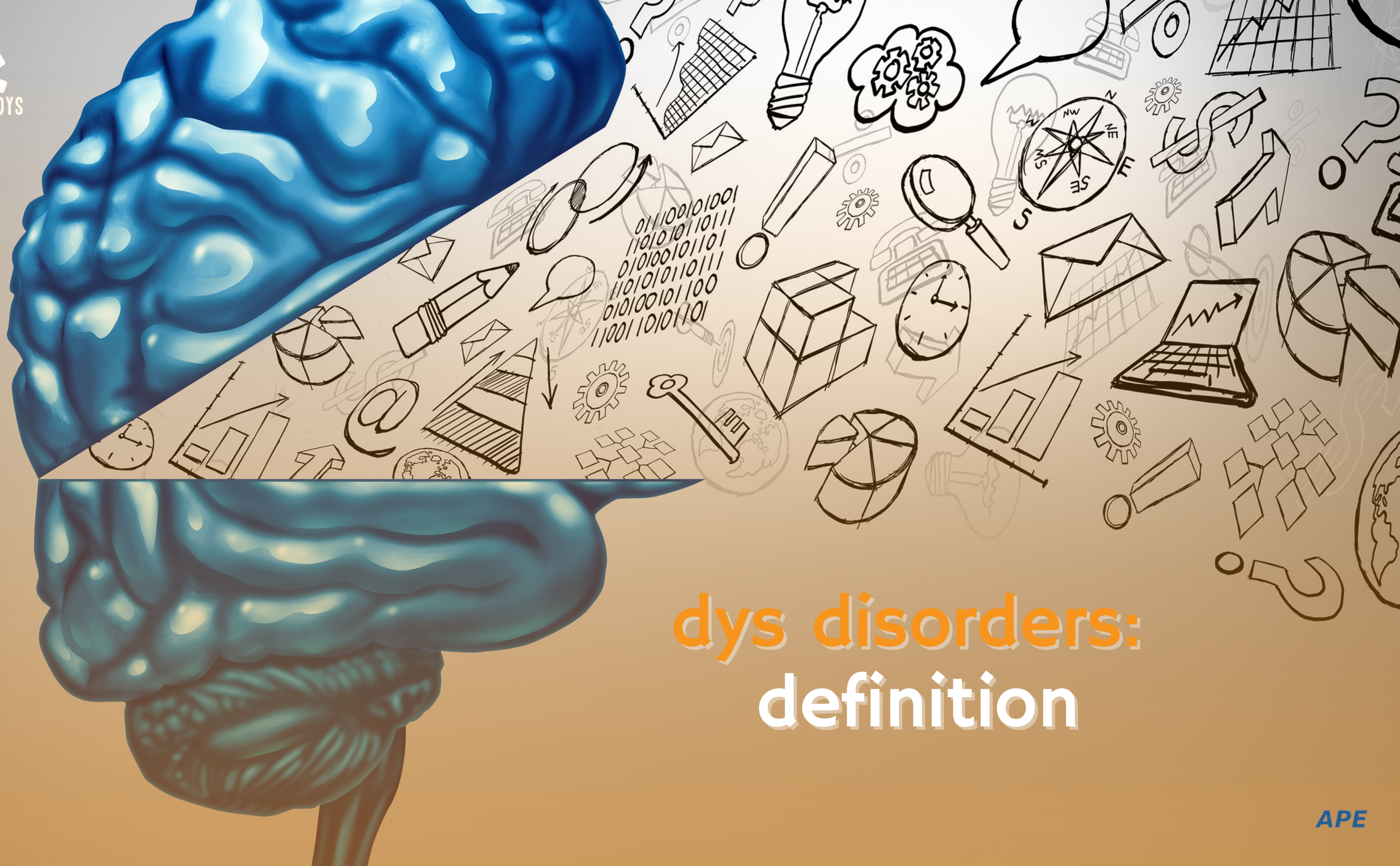
7 millions

- 8% of students in an age group are dyslexic,
- 6% are dyspraxic/dyspgraphic
- 3-5% are dysphasic
- 3-5% TDAH.



1 to 2 children
per class





dys disorders: definition



Dys what ?

Definitions

- **Dys disorders" are neurodevelopmental disorders whose symptoms are most often observed at school.**
- **Listed by the DSMV.**
- **Recognized by the law of February 11, 2005 for equal rights and opportunities, participation and citizenship of disabled people.**
- **Manifestations of these disorders during the development of the child, before or at the time of the first learning.**



Criteria



Deviance

> 1,5 ET
Persistence
over time



Intelligence

Normal



Medical ATCD

Absence of
sensory
and
neurologica
l deficits



Psychology ATCD

None



Social Environment

Normative
behaviour



School Attendance

Sufficient
to enable
learning



Neurodevelopmental disorders (what the DSMV says)

intellectual disabilities

communication disorders

autism spectrum disorders

ADD/ADHD

Learning Disabilities

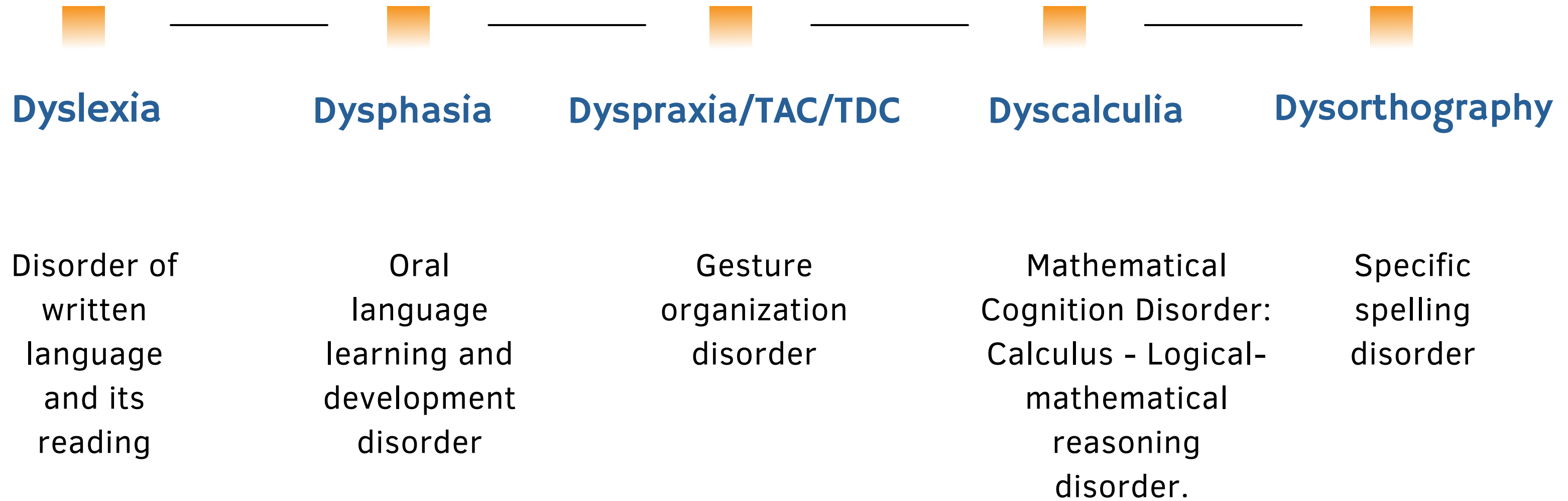
Motor disorders

with reading
=> reading
=> written expression
=> calculation

including developmental
coordination disorders



The different DYS disorders

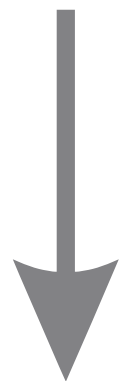




Associated disorders

Dyslexia

30 %



TDAH

50 %

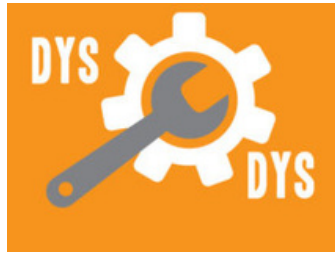


Dyspraxia
Dysgraphia

?



HPI



DYSORTHOGRAPHY

DYSGRAPHY/
DYSPRAXIA

p: 6%

HYPERKINETIC SYNDROME,
ATTENTION DEFICIT

p: 3-5%

DYSLEXIA

p: 8%

RIGHT HEMISPHERE
DEVELOPMENTAL SYNDROME

DYSPHASIA

p: 3-5%

SPECIAL
TALENTS

DYSCALCULIA

DYSCHRONIA

Constellation of Dys



**Dys moi...
how do you read?**

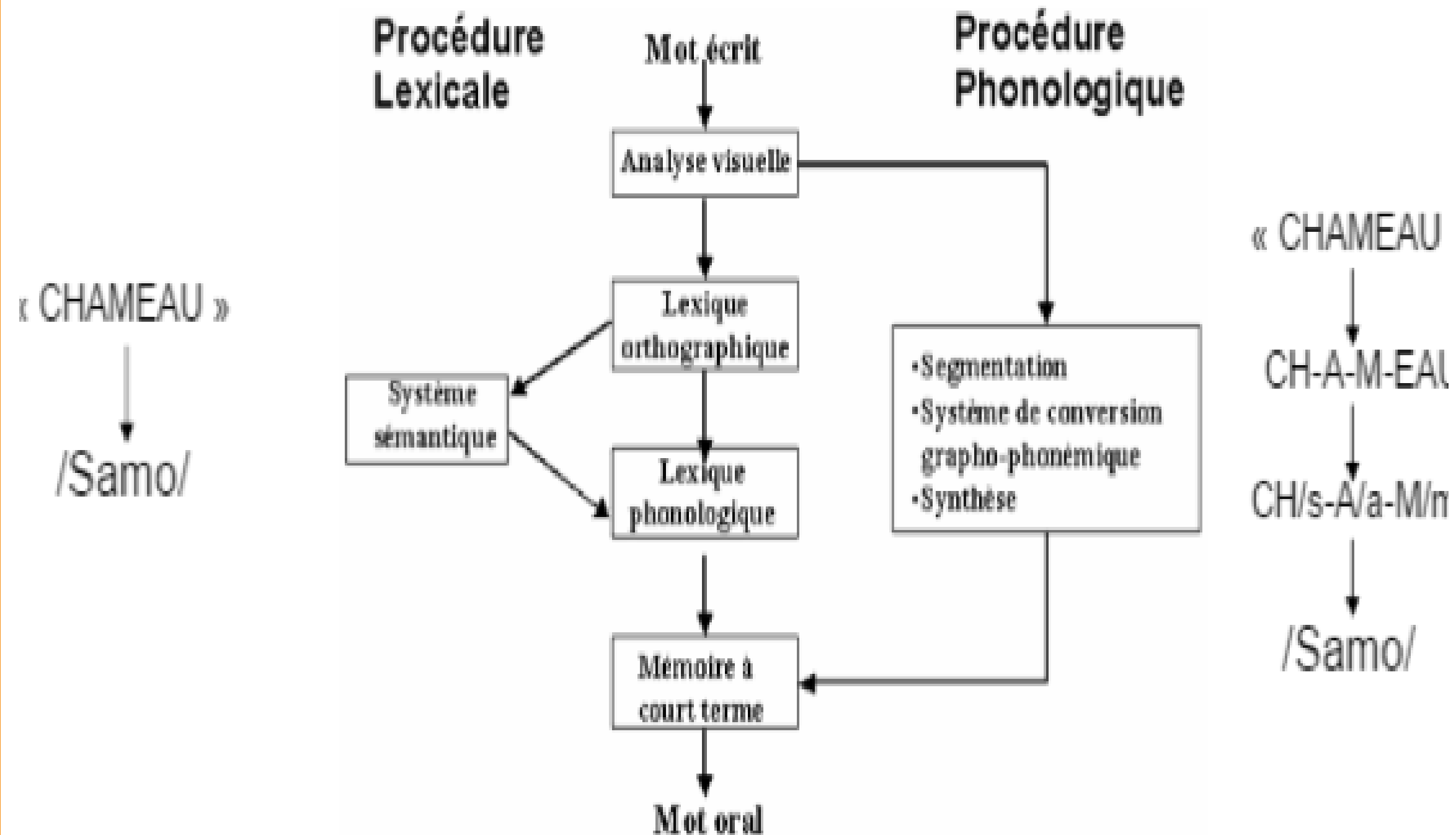


It's up to
you!

selon une étude de l'Université de Cambridge, l'ordre des lettres dans un mot n'a pas d'importance, la seule chose importante est que la première et la dernière lettres soient à la bonne place. Le reste peut être dans un désordre total et vous pouvez toujours lire sans problème. C'est parce que le cerveau humain ne lit pas chaque lettre elle-même, mais le mot comme un tout.

Dual track model

o Modèle à double voie de Coltheart (2001)





**Dys moi...
how do you write?**



ATTENTION A LA SURCHARGE COGNITIVE

Nom, Verbe, Adjectif?

Sujet, Verbe, Complément?

in/im/un/um/ain/aim/ein/eim?

bra/dra/pra/tra?

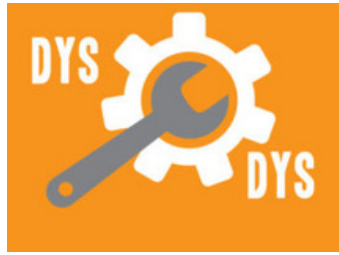
par/pa?

Masculin, Féminin?

Singulier, Pluriel?

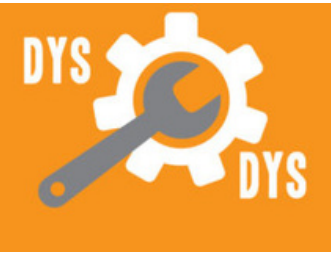
Quel est l'intention de mon message?

les colles/l'école?



??????

**Tu aimes jouer avec des pommes ou
des jouets où j'ai dessiné
les colles de mon amie...**



Troubles

Uncoûté par ^{l'absence} de ~~la~~ ~~bonne~~ ~~qualité~~ de la formation.

Un ^{manque} dans son ^{niveau} ~~de~~ ~~compétence~~ ~~de~~ ~~travail~~.

Parce que ^{l'absence} ~~de~~ ~~la~~ ~~bonne~~ ~~qualité~~ de la formation ~~est~~ ~~la~~ ~~cause~~ ~~principale~~ ~~de~~ ~~ces~~ ~~troubles~~.

du ^{manque} ~~de~~ ~~compétence~~ ~~de~~ ~~travail~~.

Saturation...



How identify disorders?



The best indicator is your concern

YOU are the best observers
of your children,
his teacher is your best ally



How to identify disorders ?

The help of professionals

Doctor

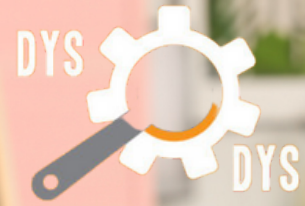
school
doctor

Speech-
Language
Pathologist

Neuro
psychiatrist

Each age has its own diagnosis

- from the age of 2 in case of a family history of "dys" disorders;
- at age 4: acquisition of knowledge of letters;
- at age 6, during the school medical check-up: beginning to learn to read and write;
 - between 7 and 9 years old at the end of CP or CE1, until the learning of reading and writing is completed.



Observation behavioral

- . A dys child appears to be bright, highly intelligent and articulate, but is unable to read, write or spell at grade level.
- . He or she is labeled as lazy, dumb, careless, immature, "not trying hard enough," or a "behavior problem."
- . Is not "behind enough" or "bad enough" to be helped in the school setting.
- . High IQ, but may not do well on school tests; does well in speaking, but not in writing.
- . Feels stupid; has low self-esteem; hides or disguises weaknesses with clever compensatory strategies; is easily frustrated and emotional about reading or academic tests.
- . Has artistic, dramatic, musical, athletic, mechanical, storytelling, sales, business, design, construction or engineering talents.
- . Seems to often disconnect from reality or daydream; gets lost easily or loses track of time.
- . Difficulty maintaining attention; seems "dreamy".
- . Learns best through hands-on experience, demonstrations, experimentation, observation and visual aids



Vision, reading and spelling

- . Complains of dizziness, headache, or stomachache while reading.
- . Confusion due to letters, numbers, words, sequences or verbal explanations.
- . Reading or writing exhibits repetitions, additions, transpositions, omissions, substitutions, and reversals of letters, numbers, and/or words.
- . Complains of feeling or seeing no movement while reading, writing, or copying.
- . Appears to have difficulty with vision, but eye examination does not reveal a problem.
- . Has very fine and observant vision, or lacks depth perception and peripheral vision.
- . Reads and rereads with little comprehension.
- . Spells phonetically and inconsistently.



Hearing and speech of dys children

- . A dyslexic child may have extensive hearing and is easily distracted by sounds.
- . Difficulty putting thoughts into words; speaks in halting sentences; leaves incomplete sentences; stutters under stress; mispronounces long words or transposes phrases, words, and syllables while speaking.

Writing and motor skills

- . Difficulty writing or copying; unusual pencil grip; variable or illegible writing.
- . Clumsy, uncoordinated, weak in ball or team sports; difficulty with fine and/or gross motor skills and task completion; prone to motion sickness.
- . May be ambidextrous, and often confuses left/right, over/under



Mathematics and time management

- .. Has difficulty telling time, managing time, learning sequential information or tasks, or being on time.
- . Mathematics shows dependence on finger counting and other tricks; knows the answers, but cannot do it on paper.
- . Can count, but has difficulty counting objects and handling money.
- . Can do arithmetic, but fails word problems; cannot grasp algebra or higher math.

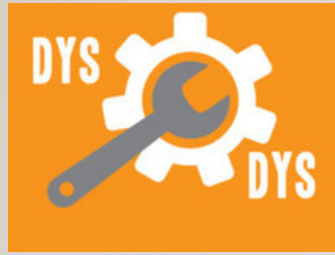
Memory and cognition

- . Excellent long-term memory for experiences, places and faces.
- . Poor memory for sequences, facts and non-experienced information.
- . Thinks mainly with images and feelings, not with sounds or words (little internal dialogue).



Behavior, health, development and personality

- . Extremely untidy or compulsively neat.
- . May be a class clown, troublemaker or overly quiet.
- . Had unusually early or late developmental milestones (talking, crawling, walking, tying shoes).
- . Susceptible to ear infections; sensitive to foods, additives and chemicals.
- . May sleep very deeply or very lightly; bedwets beyond appropriate age
- . Unusually high or low pain tolerance.
- . Strong sense of justice; emotional sensitivity; seeks perfection.
- . Errors and symptoms increase dramatically with confusion, time pressure, emotional stress or poor health.



The real life of Dys

HELP!





6 CHILDREN
10

have been harassed and abused at school

80 %

have been teased,

69 %

have been humiliated,

40 %

have been insulted,

34 %

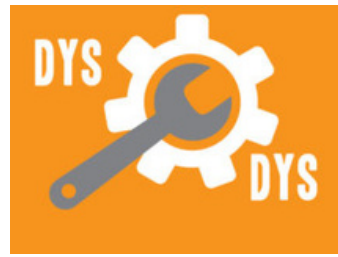
have been physically abused,

by a student or group of students **60** %

by an adult **53** %



Low self-esteem



With serious and dramatic consequences

93 %

of dys children
suffer from anxiety

42 %

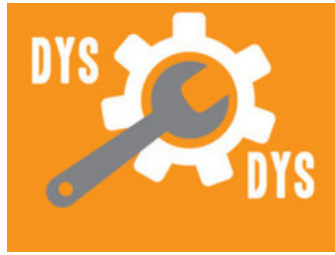
have declining
academic performance

31 %

develop
a school phobia

30 %

do
depression



You are simple, lame, stupid.

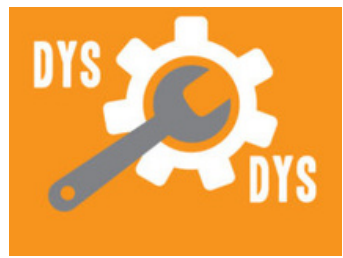
He was assaulted in the street by a group of students in his seventh grade class following regular reprimands and humiliation by a teacher.

A teacher forced him to make up for missed school time by depriving him of recess, sports and adding homework.

He didn't say anything until one day he told me he wanted to die.



**How can
help my child?**



No more labels

Understand the disorders to have an objective view of the child



Value your child

Focus on what they can do



Early diagnosis

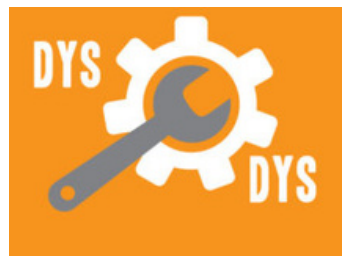
Any doubt?
Don't hesitate to go see a professional.



De-dramatize the failures

Differentiate between who your child is as a person and what he or she does and does not do



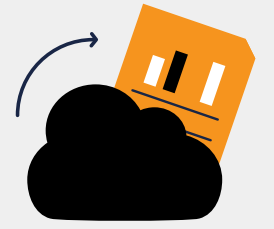


Les Sculpteurs
de Bonheur
by Séverine Lievin



Severine Lievin Pro

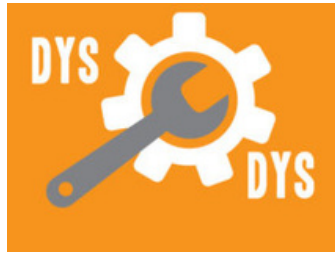
Click on the video
to watch it



No more labels

Understand the disorders to have an
objective view of the child





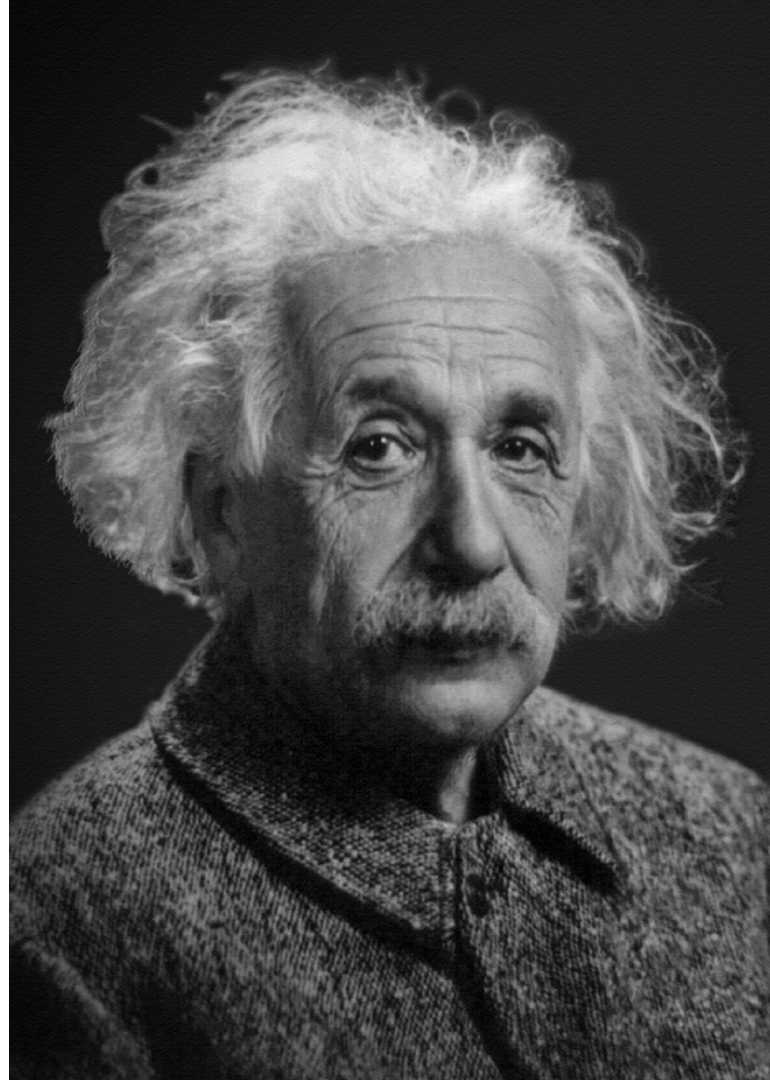
*"Even if the path of **Dys children** is steep,
even if they have to take detours or go through
byways,
with a lot of **love, encouragement,**
hope and laughter, they will make it.»*



Dys and famous

Albert Einstein

German theoretical physicist



John Fitzgerald Kennedy,

35th President of the United States



Succeeding anyway

Ludwig Van Beethoven

German composer, pianist and conductor



Steves Jobs

Founder of Apple



Sylvester Stallone

American actor,
director, screenwriter
and film producer

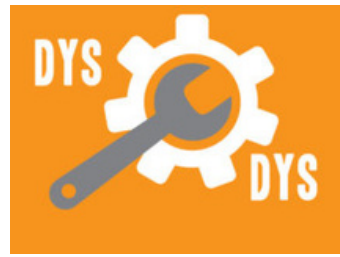


Succeeding anyway

Keira Knightley

British actress





To help children and their families

An EBEP referent at the LFV



Katia Boulard

Its mission: to ensure that all students are educated in the best possible conditions, regardless of their difficulties.

Attend meetings of the educational team,

Advise families and teachers,

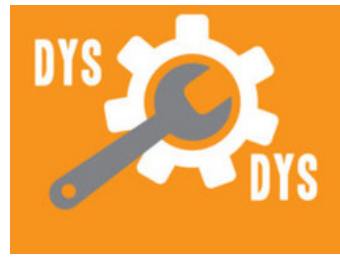
Suggest accommodations

Ensure the continuity of the system over the years

To be in contact with the French-speaking health professionals working in Vienne.

Contact : katia.boulard@lyceefrancais.at.

Health professionals



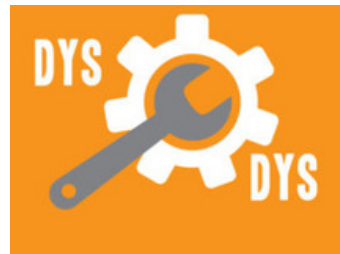
To help children and their families

A dedicated team within APE

- To help and support the LFV and Mrs. Boulard in their desire to be an inclusive school
- To be a force of proposal
- To be a relay and a link for the families with the LFV
- Answer parents' questions
-

Contact : bonjour@ape.fr





For dyslexic children

APE also supports parents who get involved in making things happen.

azemoptik offers Lexilens© glasses for dyslexics

Pour aller plus loin

These electronic glasses act as an active filter contained in the lenses and suppress the superimposition of reflected images perceived by some dyslexics*, thus facilitating reading.

Go visit them and try the innovative Lexilens© glasses for free!

If you are interested, please register at the following address:

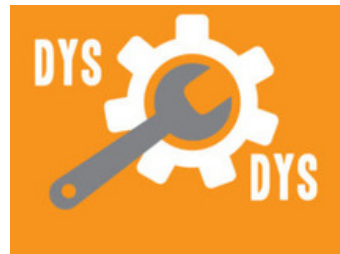
1020@azemoptik.at



azemoptik



1020 Vienne, Engerthstraße 193



To go further



[France Dyslexia](#)



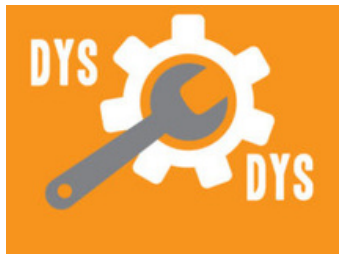
[Dys-positif.fr](#)



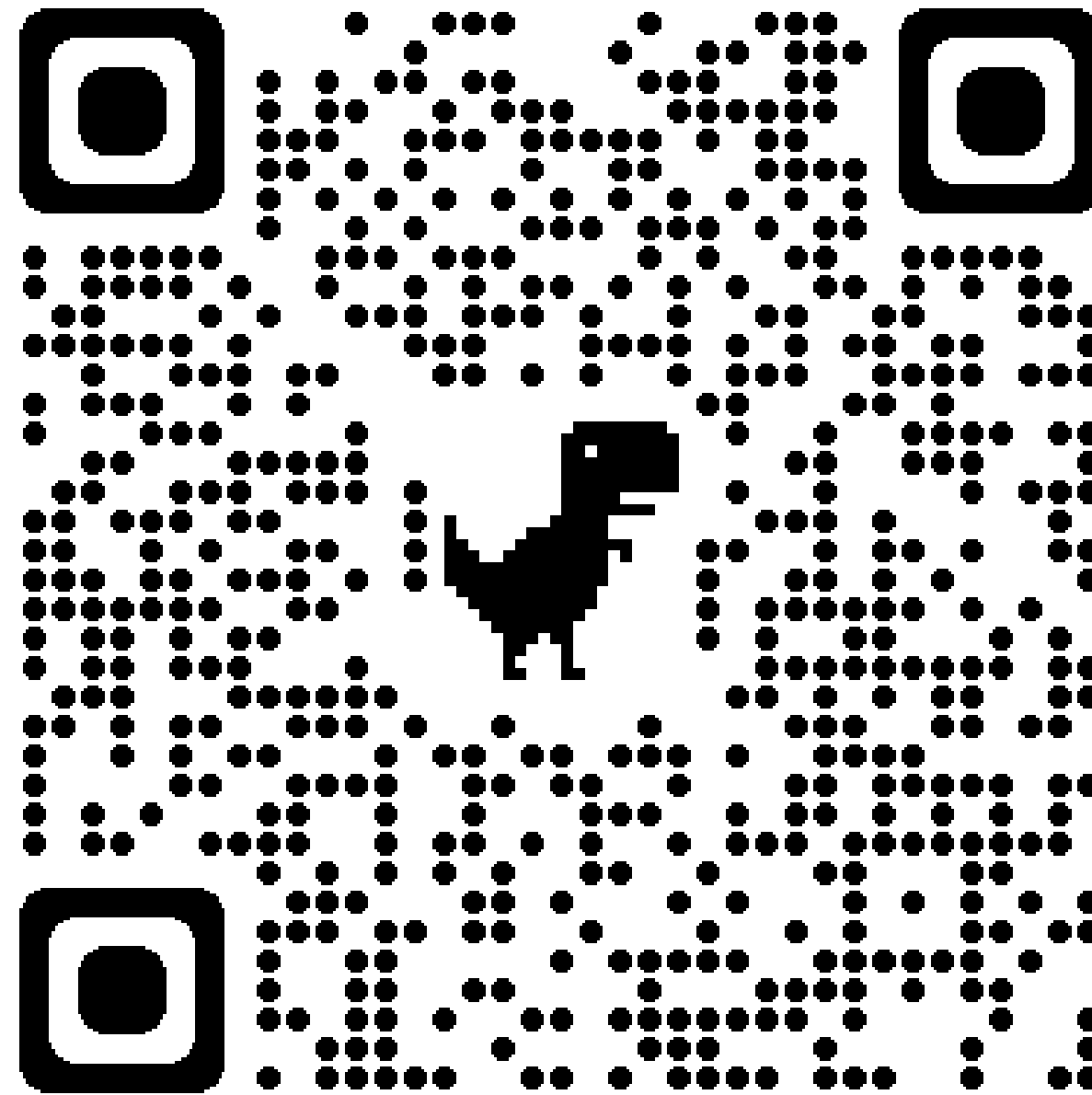
[Materielydys.com](#)



Questions / Answers



Download the presentation





THANK YOU

We are so glad you are here!