I DISTURBI E LE DIFFICOLTÀ DI APPRENDIMENTO IN ADOLESCENZA

Barbara Carretti

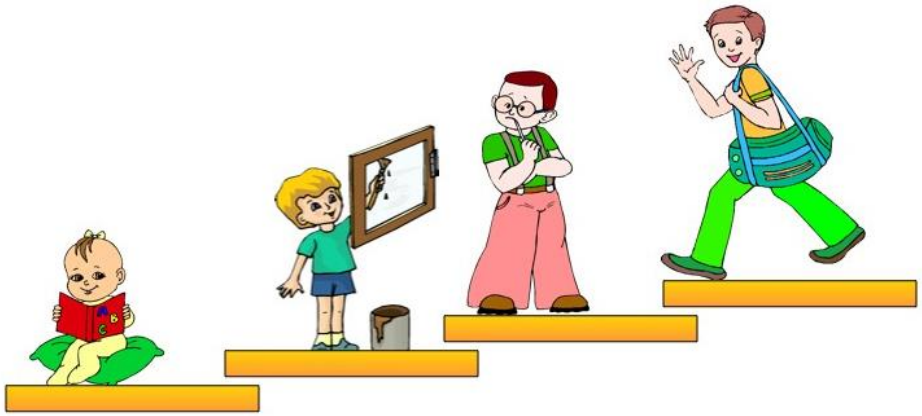
Disturbi specifici dell'apprendimento

- Base biologica
- Disturbi evolutivi
- Specifici
- Persistenti

Evoluzione dei DSA

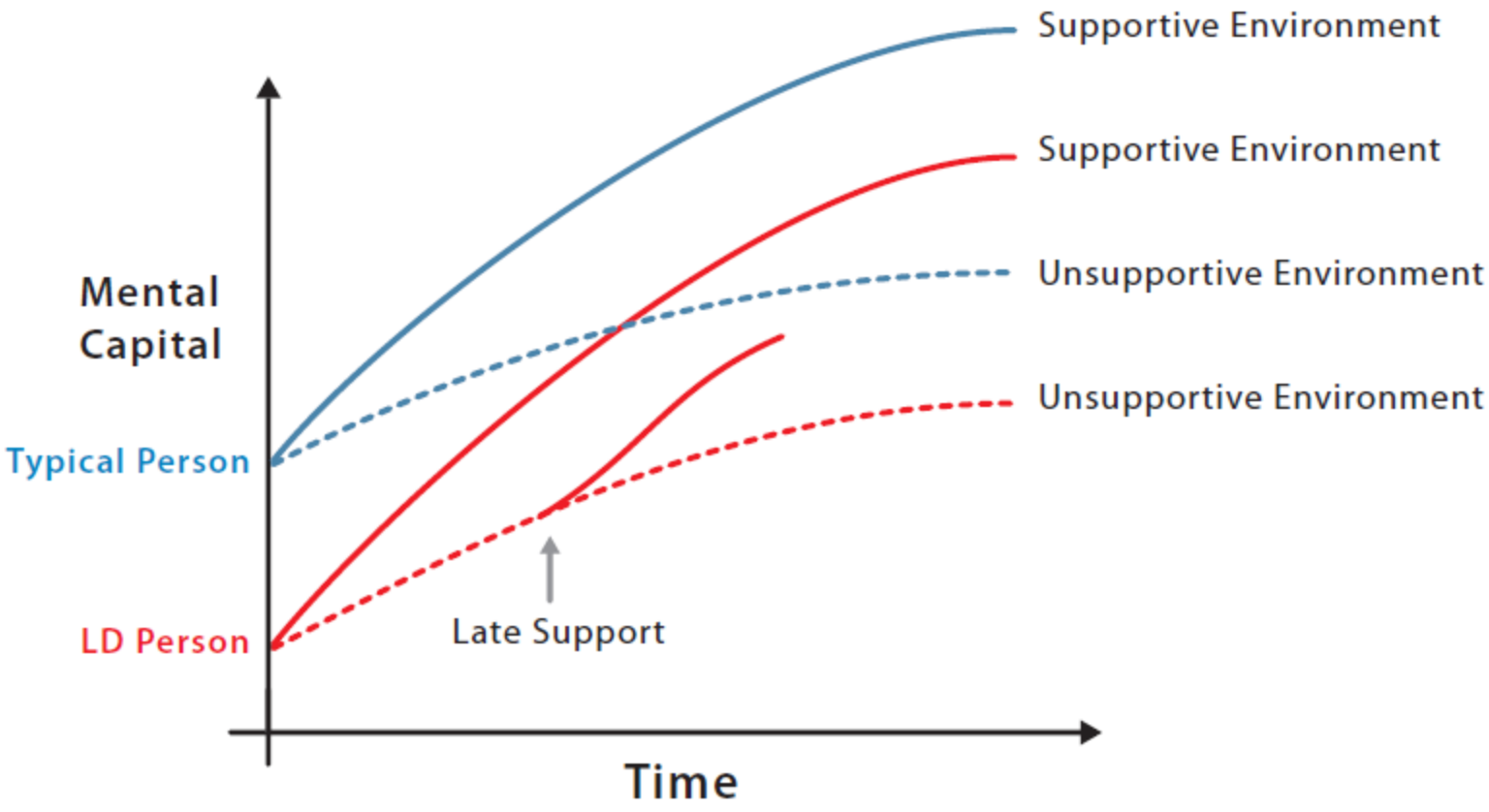
Il DSA persiste, ma il decorso e la manifestazione clinica dipendono da:

- grado di severità del disturbo
- comorbilità con altre difficoltà
- richieste del contesto
- supporto ed intervento



Developmental learning trajectories

Figure 1.1: A schematic representation of developmental learning trajectories



Goswami (2008)

Profilo dislessico

Evoluzione delle difficoltà

Scuola dell'infanzia

Si possono evidenziare difficoltà nel riconoscimento e scrittura delle lettere, nella suddivisione in sillabe, nel collegamento delle lettere al suono corrispondente…..

C A N E

CA NE

Scuola primaria

Primi anni

Marcate difficoltà nell'apprendimento della corrispondenza lettera-suono, lettura ad alta voce lenta, imprecisa e stentata

Ultimi anni

Pronuncia in modo scorretto o salto di parti di parole lunghe, multisillabiche e confusione tra loro parole con suoni simili,

→scarsa comprensione

Scuola secondaria I e II grado

La lettura rimane lenta e faticosa. Difficoltà nella comprensione dei testi scritti e nell'espressione scritta

Difficoltà nella gestione dello studio

1. Inaccurate or slow and effortful word reading (e.g., reads single words aloud incorrectly or slowly and hesitantly, frequently guesses words, has difficulty sounding out words).
2. Difficulty understanding the meaning of what is read (e.g., may read text accurately but not understand the sequence, relationships, inferences, or deeper meanings of what is read).

Connecticut Longitudinal Study (Shaywitz et al. 1999)

- Studio longitudinale dalla scuola dell'infanzia all'adolescenza.

- Risultati:
  - deficit della codifica fonologica caratterizzano sempre i dislessici.
  - la lentezza permane, mentre la correttezza migliora con la scolarità.

TABLE 1. Age, SES, and Full Scale WISC-R IQ for Persistently Poor, Average, and Superior Reading Groups

Variable		Group		
		Persistently Poor	Average	Superior
n		21	35	39
Age (mo)	Mean	14.50	14.39	14.36
	SD	.54	.33	.30
Sex		10	18	20
Male				
	Female	11	17	19
SES*		1	11	14
I				
	II	6	10	17
	III	7	11	6
	IV–V	7	2	0
Race	White	12	33	36
	Black	5	2	1
	Other	4	0	2
Full scale IQ†	Mean	97.62	115.71	126.18
	SD	12.97	13.00	9.88

SD indicates standard deviation.
* Hollingshead–Redlich (1958).
† WISC-R.

Connecticut Longitudinal Study

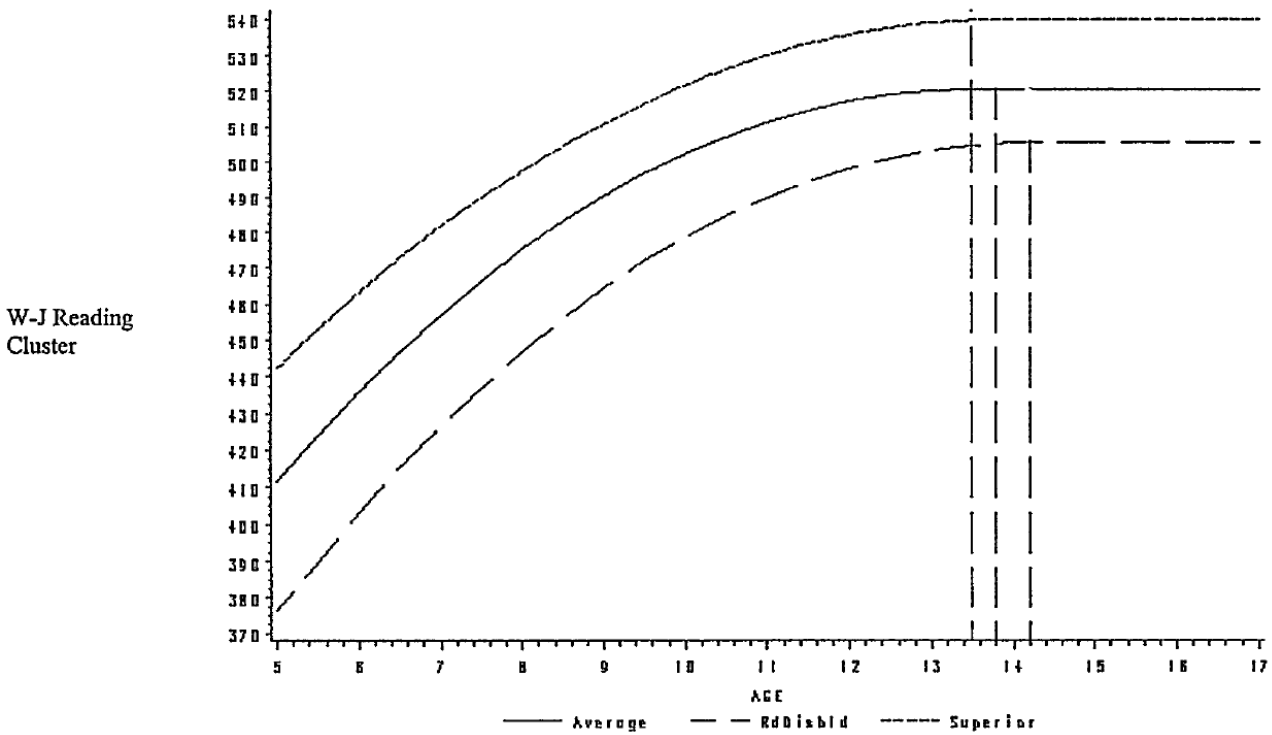
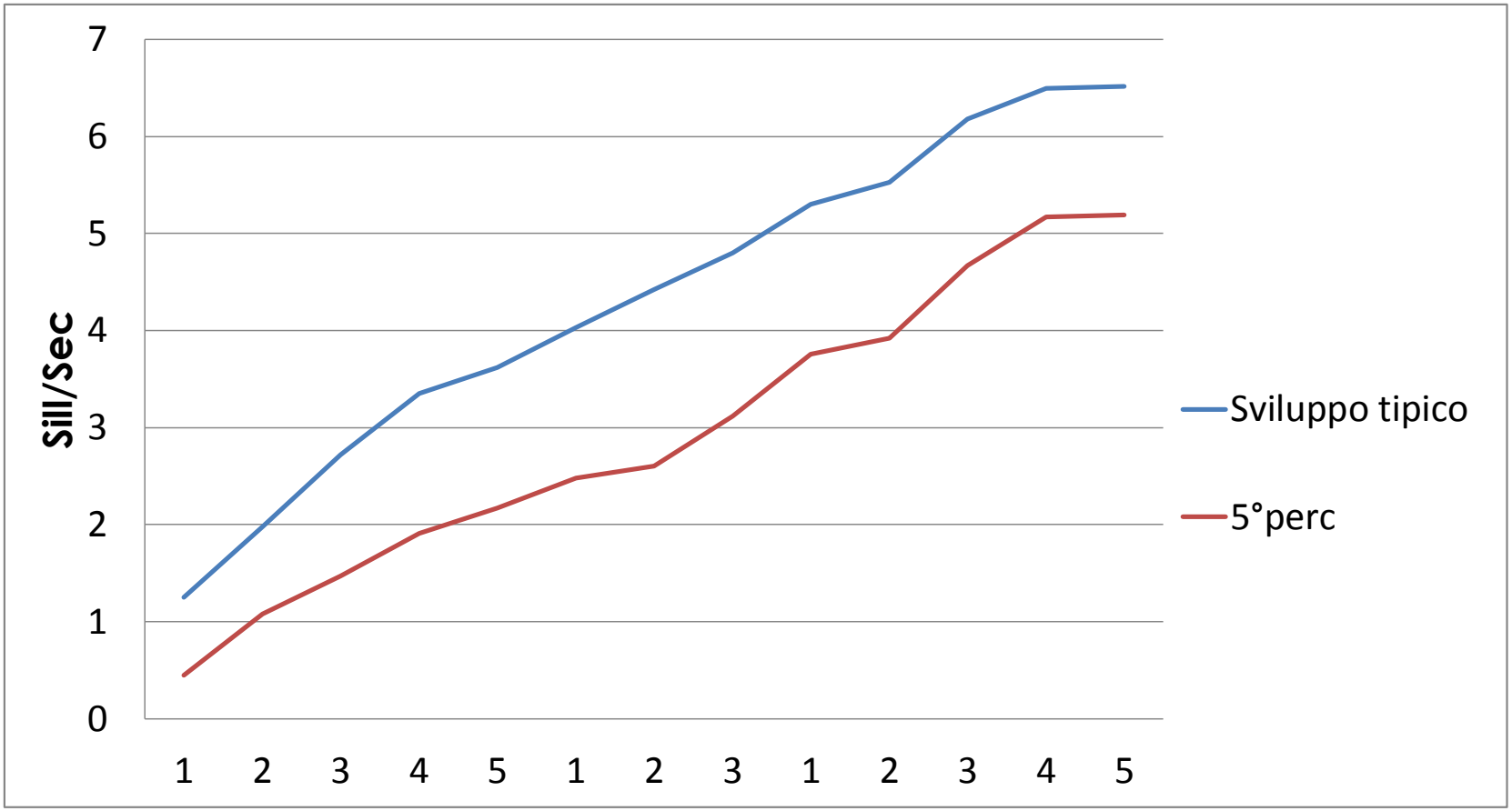


Fig 3. Individual growth curve analysis of changes in reading. The longitudinal data on the Woodcock–Johnson Basic Reading composite were analyzed using a nonlinear growth curve model using the interval-based Rasch scores on the Woodcock–Johnson Basic Reading subtests in grades 1 to 12. Growth parameters were calculated for intercept, slope, curvature, plateau age, and plateau level. The superior group demonstrated the highest level of reading performance at 8 years of age, the intercept. The average group demonstrated the next highest level of performance, and the PPR group performed at a lower level. The age at plateau for the superior, average, and PPR groups were 13.4, 15.4, and 15.3, respectively. Although the superior group reached plateau earlier than the other groups, the level of plateau for the superior group (535) exceeded the plateau levels of the other groups: 530 for the average group and 510 for the PPR group. Overall, the 3 groups demonstrated similar patterns of growth over time, with the superior group outperforming the average group, and the average group outperforming the PPR group. There was no evidence that the children in the PPR group catch up in their reading skills.

(Shaywitz et al. 1999)

Velocità di lettura



Primaria | Sec. I grado | Sec. II grado

- C’è un’evoluzione (miglioramento) dell’abilità di lettura,

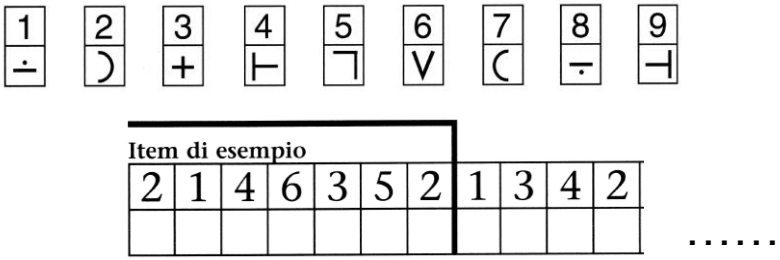
- le caratteristiche del disturbo cambiano attraverso lo sviluppo

Processi cognitivi implicati

Memoria di lavoro → Capacità di **mantenere** e contemporaneamente **manipolare informazioni**

Velocità di elaborazione → Velocità con cui le informazioni vengono elaborate

1 – C – 3 – I	1 – 3 – C – I	C – I – 1 – 3
5 – A – 2 – B	2 – 5 – A – B	A – B – 2 – 5
D – 8 – M – 1	1 – 8 – D – M	D – M – 1 – 8



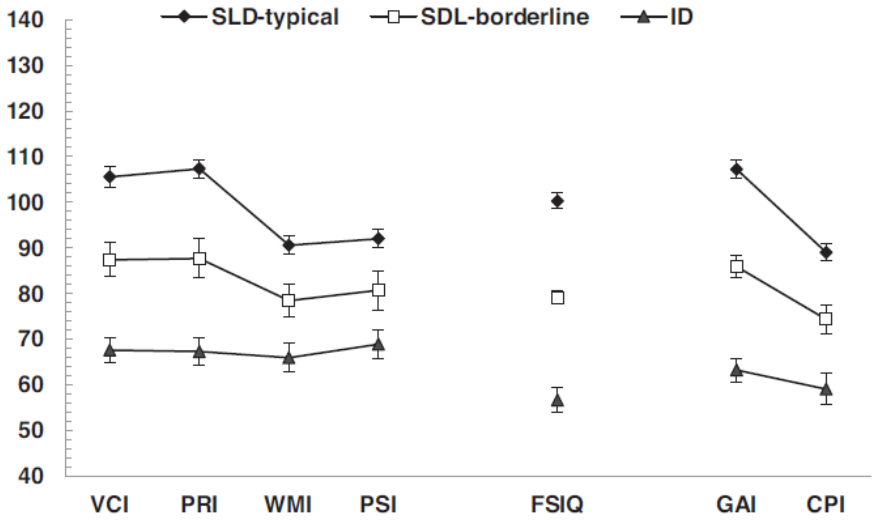


Fig. 1. Means and 95% CIs for the three groups. VCI = Verbal Comprehension Index, PRI = Perceptual Reasoning Index, WMI = Working Memory Index; PSI = Processing Speed Index; FSIQ = Full-Scale IQ, GAI = General Ability Index, CPI = Cognitive Proficiency Index.

Memoria di lavoro

- Implicata in diverse attività della vita quotidiana
  - ricordare una serie di istruzioni
  - ricordare prodotti da acquistare e calcolare il costo

- e negli apprendimenti:
  - organizzazione del discorso
  - produzione scritta
  - comprensione del testo

Difficoltà legate ad una scarsa memoria di lavoro

- Selezionare informazioni rilevanti
- Pianificare i tempi
- Svolgere un compito in autonomia
- Ricordare ed eseguire istruzioni complesse
- Immagazzinare informazioni nel caso di dettati e copia dalla lavagna
- Elaborare e immagazzinare informazioni simultaneamente (per esempio il calcolo mentale)
- Scrittura di testi
- Esposizione orale

Compensare la memoria di lavoro

- Ridurre la complessità e lunghezza delle istruzioni
- Favorire l’attivazione di conoscenze precedenti
- Durante le spiegazioni, enfatizzare le informazioni rilevanti
- Favorire l’integrazione fra immagini e testo

Situazioni che sovraccaricano la ML

<u>Situazioni di doppio compito</u>
(es. prendere appunti, dettato)

- aumento errori
- abbandono attività
- evitamento compito

La situazione dei DSA adolescenti

Aumento delle richieste di valutazioni

CASO 1

DSA riconosciuti già in possesso di una diagnosi

Necessità di un adeguato supporto

CASO 2

Studenti con difficoltà di apprendimento non ancora diagnosticati

Necessità di una corretta individuazione

***Dati del MIUR**: mentre si stima che il problema riguardi circa 350.000 studenti, solo una parte ha avuto una diagnosi (circa 50.000) mentre gli altri restano "invisibili"….*

Perché alcuni ragazzi con DSA restano “invisibili”?

Possibili fattori di mascheramento:

- Caratteristiche del disturbo
- Buon livello intellettivo
- Elevato supporto familiare
- Mancato riconoscimento da parte della famiglia
- Forte impegno a casa

Le richieste scolastiche

Nella scuola secondaria cambia l'impostazione didattica:

- predomina la lezione frontale
- aumentano le richieste
- aumento di complessità delle spiegazioni
- maggiore carico di studio
- aumentano le ore dedicate allo studio a casa
- uso di un vocabolario disciplinare specifico
- maggiore richiesta di autonomia

Su cosa intervenire

Componenti metacognitive

L'importanza della consapevolezza circa le proprie caratteristiche

Contemp School Psychol (2015) 19:145–156
DOI 10.1007/s40688-014-0030-x

Disability Awareness Training with a Group of Adolescents with Learning Disabilities

Won-Fong K. Lau · Karina Ortega · Jill Sharkey

Sessioni del training

Creare il gruppo

Session 1 The first session was focused on building rapport and reviewing the goals of the group. The students were asked to provide their own feedback of what they hoped to learn. In the first session, building rapport and conducting icebreakers were critical. These types of activities allowed for an open discussion with the students regarding what they were afraid of in the group, which allowed for the transition into the next step of creating group goals. The group created a poster that outlined group goals, which would be revisited on an ongoing basis.

Conoscere il disturbo

Session 2 The second session focused on reviewing group norms and providing an overview of information about disabilities. Afterward, the group discussed common myths and misconceptions about disabilities. This activity was derived from the "Yes I Can" social skill curriculum (Abery 1997). The term "social inclusion" was then discussed, specifically its meaning, importance, and relevance to students' lives. Students were asked to complete a "social network map" derived from the "Yes I Can" curriculum (Abery 1997). The social network map asked students to write down names of people they considered to be part of their social support system (e.g., friends, parents, family, or teachers). Students were then introduced to the idea of completing a "weekly journal," which was optional. The specific journal prompt was, "Reflect on the information and experiences you encounter throughout this group. Include barriers encountered at school *and* successes! I will then provide you each personalized feedback for each of your responses." The purpose of the weekly journals was to encourage the students to reflect on their feelings and the ways in which their disability affects their everyday life. Please see Appendix 2 for the weekly journal format.

In cosa ho difficoltà

Parlarne con i compagni

Session 3 Group goals and the social inclusion map completed in the prior session were reviewed. The students were then introduced to the idea of "student presentation" opportunities. The group leaders provided an opportunity for each student to discuss their disability and their experience with the rest of the group. Students were given several prompts to consider: (1) What is your disability? (2) How long have you had your disability? (3) How does it affect you in school? (4) What is most difficult for you in school? (5) What helps you deal with the disability? (6) What else would you like people to know? The main goal for the student presentations was to allow for a safe, open environment, and supporting environment for the students to discuss the challenges experienced on a daily basis. Students completed the "Student Perceptions of Classroom Support Scale" during this session.

Sessioni del training

Sessions 4 Through 10

Student presentations were the focus of the last seven sessions. Although presentations were introduced as optional, 10 out of the 12 students chose to complete the activity. During the presentations, other students in the group participated by asking questions and making relevant connections to their own experiences as individuals with an LD. A group discussion followed every presentation. In addition, the group leaders gave the students an information sheet about the disability or disabilities being discussed on that day (e.g., visual processing disorder, auditory processing disorder, dyslexia, and ADHD). Please see Appendix 3 for the student presentation guideline that was administered to the participants.

Session 11 This was the final session and served mainly as a review and celebratory session. Students completed post-intervention forms and questionnaires. Group discussion focused mainly on students' feedback about their participation in the group.

Imparare a descrivere agli altri le proprie difficoltà

Appendix 3. Student Presentations

Student Presentations for Group

1. What is your "disability"?
2. How long have you had your disability?
3. How does it affect you in school?
4. What is most difficult for you in school?
5. What helps you deal with the disability?
6. What else would you like people to know?

Appendix 2. Weekly Journals

Name:_____
Date:_____

Weekly Journal

Reflect on the information and experiences you encounter throughout this group. Include barriers encountered at school *and* successes! I will then provide you each personalized feedback for each of your responses.

Questionario

True	False	Statement
☐	☐	1. Before this group, I already knew what my disability was.
☐	☐	2. After participating in this group, I have a better understanding of my disability. If true, please answer the following: a) What is the name of your disability? b) How does the disability affect you in school?
☐	☐	3. I have a 504 plan
☐	☐	4. I have an Individualized Education Plan (IEP)
☐	☐	5. I know the accommodations I am supposed to receive. If true, please state what your accommodations are:
☐	☐	6. I am in Special Education
☐	☐	7. I have a case manager If true, please write down who it is:
☐	☐	8. Due to my disability, I have to work harder than others to do well in my classes
☐	☐	9. I can always find *someone* at school or home to help me if I have trouble understanding in class If true, please list who:
☐	☐	10. I can receive help in college due to my disability If true, please state how:

Componenti emotivo-motivazionali

Impotenza appresa

Lo studente con DSA può presentare un “senso di impotenza appreso” cioè un atteggiamento (Dweck & Leggett, 1988):

- rinunciatario
- poco propenso a cercare di modificare il corso degli eventi
- accetta tutto ciò che gli capita passivamente

Conseguenza delle ripetute esperienze di insuccesso alle quali risultano più esposti dei compagni che, al contrario, non incontrano difficoltà specifiche

Cosa è efficace per questi studenti?

Instructing Adolescents with Learning Disabilities:

Converting a Meta-Analysis to Practice

H. Lee Swanson and Donald Deshler

Abstract

A previous meta-analysis indicated that eight instructional factors—Questioning, Sequencing and Segmentation, Skill Modeling, Organization and Explicit Practice, Small-Group Setting, Indirect Teacher Activities (e.g., homework), Technology, and Scaffolding—captured the majority of successful intervention programs for adolescents with learning disabilities (LD). Most important was the Organization/Explicit factor, which contributed significant variance (16%) to effect size. This factor included two important instructional components: advance organization and explicit practice. In this article, we convert these findings into practical guidelines to direct instructional practice.

JOURNAL OF LEARNING DISABILITIES
VOLUME 36, NUMBER 2, MARCH/APRIL 2003, PAGES 124–135

Caratteristiche degli studi

The majority of these studies (90%) focused on reading (e.g., comprehension, vocabulary; 44%); mathematics (8%); writing/spelling (26%); and cognitive processing (e.g., metacognition, memory; 12%). A prototypical intervention study included 40 minutes of daily instruction four times a week over 20 sessions. The typical sample size for a study was 25 adolescents who ranged in age from 11 to 17.

TABLE 1

Description and Frequency of Inclusion of Selected Instructional Components in the Studies Examined ($N = 93$)

Component	Description	Incl. %
1. Advance organizers	Statements in the treatment description about directing adolescents to look over material before instruction, directing adolescents to focus on particular information, providing prior information about the task, or teacher stating objectives of instruction.	34.4
2. Attribution	Statements in the treatment description about teacher presenting the benefits of taught strategies.	1.0
3. Control of difficulty or processing demands of tasks	Statements in the treatment description about probing learning, fading of probes or prompts, providing short activities so that the level of difficulty is controlled, or teacher providing necessary assistance.	43.0
4. Elaboration	Statements in the treatment description about additional information or explanation provided about concepts, or redundant text or repetition within text.	8.6
5. Explicit practice	Statements in the treatment description related to distributed review and practice, repeated practice, sequenced reviews, daily feedback, or weekly reviews.	32.3[a]
6. Large-group instruction	Statements in the treatment description about instruction in large groups or teacher-only demonstration.	49.5

TABLE 1

Description and Frequency of Inclusion of Selected Instructional Components in the Studies Examined ($N = 93$)

7. New content/skills	Statements in the treatment description about the implementation of a new curriculum or emphasis on teacher presenting new material from the previous lesson.	44.1
8. One-to-one instruction	Statements in the treatment description about activities related to independent practice, tutoring, individually paced instruction, or individually tailored instruction.	74.2
9. Peer modeling	Statements in the treatment description about peers presenting or modeling instruction.	6.5
10. Questioning	Statements in the treatment description related to directing students to ask questions, teacher and student or students engaging in dialogue, or teacher asking questions.	17.2
11. Reinforcement	Statements in the treatment description about intermittent or consistent use of rewards and reinforcers.	2.2
12. Sequencing	Statements in the treatment description about breaking down the task into subtasks or sequencing short activities.	52.7
13. Skill modeling	Statements or activities in the treatment description that involved modeling by a teacher in terms of skills.	31.8

TABLE 1

Description and Frequency of Inclusion of Selected Instructional Components in the Studies Examined ($N = 93$)

Component	Description	Incl. %
14. Small-group instruction	Statements in the treatment description about instruction in a small group or verbal interaction occurring in a small group with other students or teacher.	16.3
15. Strategy cues	Statements in the treatment description about reminders to use strategies or multi-step procedures, teacher verbalizing steps or procedures to solve problems, or use of think-aloud models.	18.3
16. Activities supplementary to teacher instruction	Statements in the treatment description about homework or parents helping to reinforce instruction.	6.5
17. Task reduction	Statements in the treatment description about breaking down the targeted skill into smaller units, mastery criteria, or task analysis.	49.5
18. Technology	Statements in the treatment description about developing pictorial representations, using specific materials or computers, or using media to facilitate presentation and feedback.	45.2

Note. Incl. % = percentage of studies that included this component.

[a]This component contributed significant variance to the prediction of effect size.

Organizzare/fare pratica

TABLE 2
Factor Loadings of Instructional Components

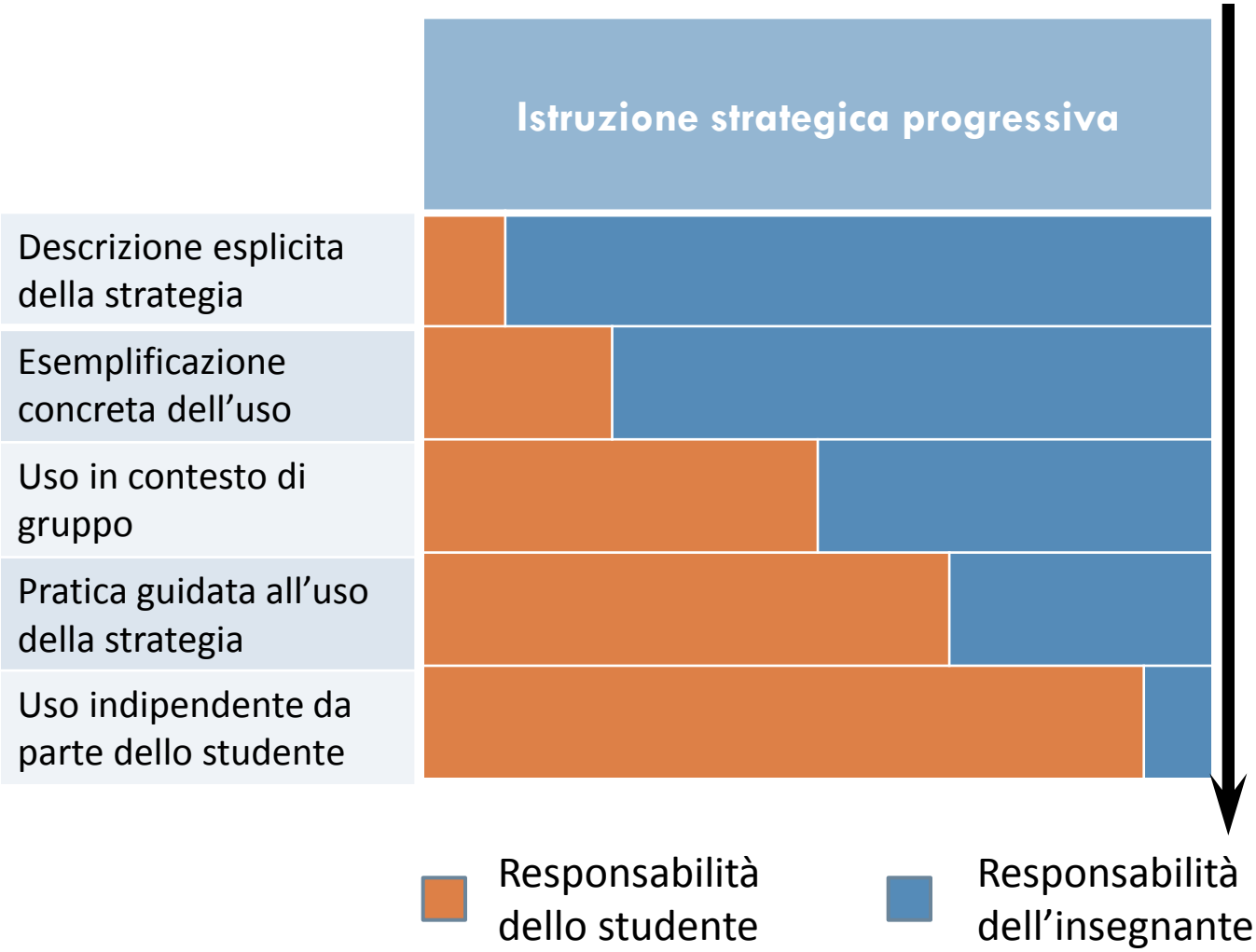
Component	Factor 1	2	3	4	5	6	7	8
1. Advance organizers				.57				
2. Attribution	.53							
3. Control of difficulty								.73
4. Elaboration						.51		
5. Explicit practice				.72				
6. Large-group instruction					–.72			
7. New content/skills			–.63					
8. One-to-one instruction	–.69							
9. Peer modeling						.52		
10. Questioning	.75							
11. Reinforcement								
12. Sequencing		.82						
13. Skill modeling			.61					
14. Small-group instruction					.79			
15. Strategy cues			.82					
16. Supplementary activities						.82		
17. Task reduction		.59						
18. Technology							.74	

Note. Only factor loadings higher than .50 are shown. Factors are labeled as follows: 1. Questioning; 2. Sequencing/Segmentation; 3. Skill Modeling; 4. Organization/Explicit Practice; 5. Small-Group Setting; 6. Indirect Teacher Activities; 7. Technology; 8. Scaffolding.

Didattica efficace…

1. State the learning objectives and orient the students to what they will be learning and what performance will be expected of them.
2. Review the skills necessary to understand the concept.
3. Present the information, give examples, and demonstrate the concepts and materials.
4. Pose questions (probes) to students, assess their level of understanding, and correct misconceptions.
5. Provide group instruction and independent practice. Give students an opportunity to demonstrate new skills and to learn the new information on their own.
6. Assess performance and provide feedback. Review the independent work and give a test. Give feedback for correct answers and reteach skills if answers are incorrect.
7. Provide distributed practice and review.

Insegnare ad usare strategie



Importanza del clima di classe

E' fondamentale creare in classe un clima favorevole non solo alla riuscita didattica ma anche allo star bene a scuola

- ✓ La presentazione di esempi o di esercitazione in classe
- ✓ la discussione ed il confronto tra compagni
- ✓ la conoscenza delle modalità adottate dai compagni più bravi sono esempi concreti assai utili

L'ideale sarebbe un **ambiente cooperativo tra gli studenti,** in cui le prestazioni del singolo vengono valutate in relazione ai propri precedenti risultati e non confrontate con standard esterni o con le prestazioni dei più bravi.

L’efficacia degli strumenti compensativi

Hammill Institute on Disabilities

Meta-Analysis on the Effectiveness of Extra Time as a Test Accommodation for Transitioning Adolescents With Learning Disabilities: More Questions Than Answers

Journal of Learning Disabilities
45(2) 128–138
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/0022219409355484
http://journaloflearningdisabilities
.sagepub.com
SAGE

Noel Gregg[1] and Jason M. Nelson[2]

Criteri di inclusione

These 132 studies were then evaluated to determine if they met the following specific inclusion criteria: (a) The participants were in ninth grade and higher or their age ranges were 14 or older in years, (b) the participants with disabilities must have received the diagnosis of LD, and (c) the sample size for participants with or without LD had to be greater than nine. While single-participant designs were reviewed, they were not part of the meta-analyses; (d) the only types of academic skills investigated were reading, written expression, or mathematics.

(e) the study investigated extended time in isolation of any other accommodations provided examinees; (f) the study was published in a refereed journal or technical manual or report of a testing company; and (g) necessary statistics were available for calculating effect size.

Risultati

Table 2. Summary of Effect Sizes

Comparison	*N*	*k*	ES	95% confidence interval lower	95% confidence interval upper	Q_w
LD Accomm./Typical Stand.[a]	9	21	–.41	–0.61	–0.21	298.95*
LD Accom./Typical Accom.[b]	3	3	–.69	–1.11	–0.27	4.47
LD Stand./Typical Stand.[c]	6	11	–.86	–1.09	–0.64	29.54*
LD Stand./LD Accom.[d]	3	4	.90	0.29	1.52	27.15*
Typical Stand./Typical Accom.[e]	2	2	.66	0.16	1.16	3.02

Note: *N* = total studies; *k* = total effect sizes; ES = mean effect size (Cohen's *d*); Q_w = statistic of test of homogeneity.
[a]Scores of students with learning disabilities (LD) given accommodations compared to the scores of typically achieving students given standardized administration.
[b]Scores of students with LD given accommodations compared to the scores of typically achieving students given accommodations.
[c]Scores of students with LD given standardized administration compared to typically achieving students given standardized administration.
[d]Scores of students with learning disabilities given standardized administration compared to scores when given accommodations.
[e]Scores of typically achieving students given standardized administration compared to scores when given accommodations.
*$p < .01$.