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“I am better understood now, because I am able to express myself better”, says Alex, the boy with dyslexia, dysgraphia and ADHD

I met Alex 5 years ago, when he was almost 17 years old. His mother had concerns regarding his schooling. From his very early age Alex was in care of special needs educators and he attended a small class for pupils with specific learning disabilities. His mother supported him all the time and when Alex started the secondary school (vocational school of antiquary) she worried whether he could successfully complete the school and take the final exam. He was diagnosed with dyslexia, dysgraphia and ADHD.

Alex is younger of two children. Both of his parents are tram drivers living sometimes separately sometimes together. His mother describes Alex as being very sensitive, moody, who dislikes obligations and unfairness. Alex has good relationships with family members although with his older brother they did not grow up together. Alex lives in a small village near Prague and he commutes to school every day an hour and half. Alex likes playing games on PC, adores Russia and is interested in the 2WW. He believes in ideas of communism.

During the elementary school Alex attended FIE course as part of treatment for children with specific learning disabilities. From October 2014 Alex attended private courses of FIE once a week and additional private tutoring with the aim to support his language development.

During the two-day assessment Alex has shown me his high potential and intelligence as well as ability to work independently. In his opinions he was rather strict. He also showed me his unstable temperament his parents have referred to. Yet, he behaved well and was very kind.

At the beginning of the tests he often felt, that he could not fulfill the task. After completing it he was both surprised and satisfied. He enjoyed discovering his own potential although his sometimes-negative attitude did not let him to wholly appreciate it.

Alex behaved with a high level of certainty giving only limited space for mediation throughout the assessment. Frustration arose only when he felt he could not explain and verbalize his answers.

In general, Alex showed a high potential and great ability to profit from mediated learning experience particularly at the output phase.



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The tests we were working on were:

- Raven's Standard Progressive Matrices
- Variation II test
- Tri-Modal Analogies
- Organization of Dots
- Complex Figure Drawing Test
- 16 Words Memory
- Diffuse Attention Test

Throughout his work on the **matrices** Alex showed very good level of abstract thinking. He was systematic and independent. He basically did not require mediation. He used super-ordinate concepts with ease and he worked with different sources of information as well. He was able to project the principles behind the matrices. It is apparent that the **visual modality is his strong point**.

Light mediation was given to help him to explain his answers in a clear way. Alex had no problem with finding the relationships between elements in the matrices, his Gestalt and analogical thinking were very good as well as his mental representation.

Self-correction occurred 4 times, always during verbalizing the answers and explanations. Alex had difficulties to internalize verbalization as a way of strategy and self-control. It was also difficult for him to use labels for clear communication and to accept help. However, if a new strategy was shown to him, he was applying it in later occasions.

During the test Alex felt tired a couple of times, particularly during the second half of the test. However, he rejected the option to have a short break. Once he initiated a dispute over the task, losing track with the goal. Mediation was given to pull him back into the framework of the matrices and the factual reality.

Alex worked with a very high level of certainty and the high score shows that his abstract thinking is perfectly intact. He can solve complex abstract problems, mostly on his own.

During the test of **Variation II matrices**, a short period of frustration appeared for no particular reason. The mediation process was for focusing, accepting the novelty in the tasks, verbalizing the information and the problem. He needed more time to calm down.

When Alex was blocked, on the harder problems, generally narrowing his thinking way and focusing on relevant information was enough in order to solve the problem.

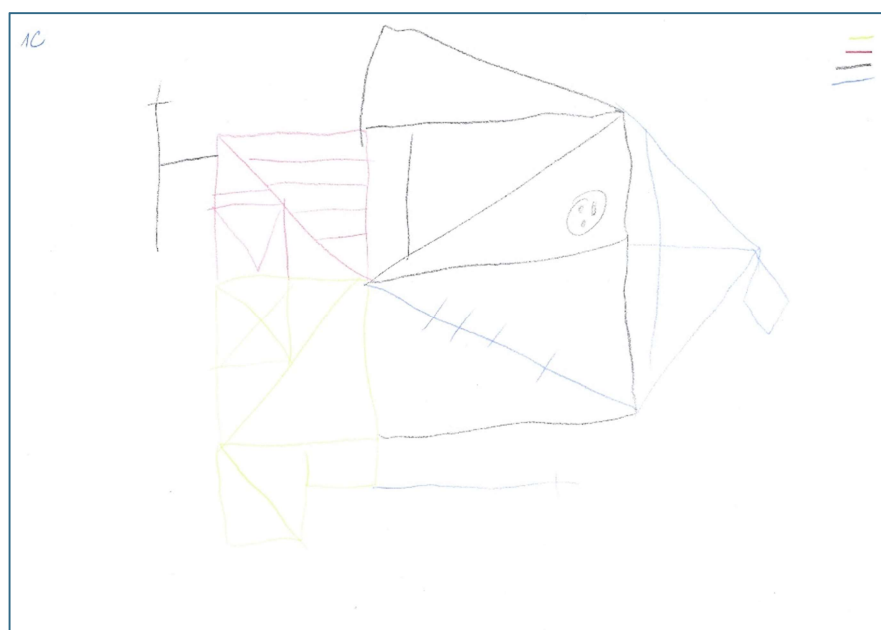


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In a **tri-modal analogies** test Alex showed great results in pictorial and figural modalities. His cognitive functions are very well developed, he can gather information quickly, precisely, elaborate effectively. Working with two sources of information does not cause him any problem, he is able to use analogies and articulate the results with confidence. Light mediation was needed in verbal modality to make him sure he understands the words and can see the differences between particular words. Due to his doubts he tended to dispute over the verbal task aimlessly.

In this instrument as well as in others Alex has proved he **can work effectively in figural and pictorial modalities, he feels uncertain in the verbal modality.**

In the **Complex Figure Drawing Test** Alex divided the complex figure into four parts – “rooms” - and worked with this structure for the whole time. He started with the room on the left side, down and continued up, then to the right and down. He was slightly impatient with registering all the elements inside the rooms as well as outside. His work however followed a clear pattern.

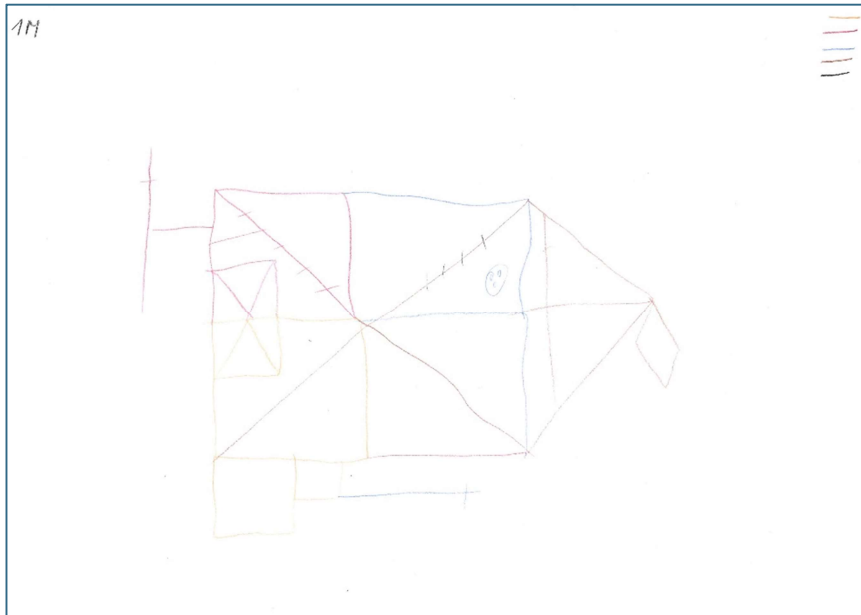


In the 1st memory phase Alex worked with the structure of rooms and followed the same workflow as before. He paid focused attention to the part he made mistake before but could not remember some of other elements. Alex felt confident with his strategy but was not clearly aware of some relationships. He worked however with a high level of confidence.



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Light mediation was offered to focus on details and find the relationships between the elements. It was also offered to use a different structure (large rectangle), but not accepted.

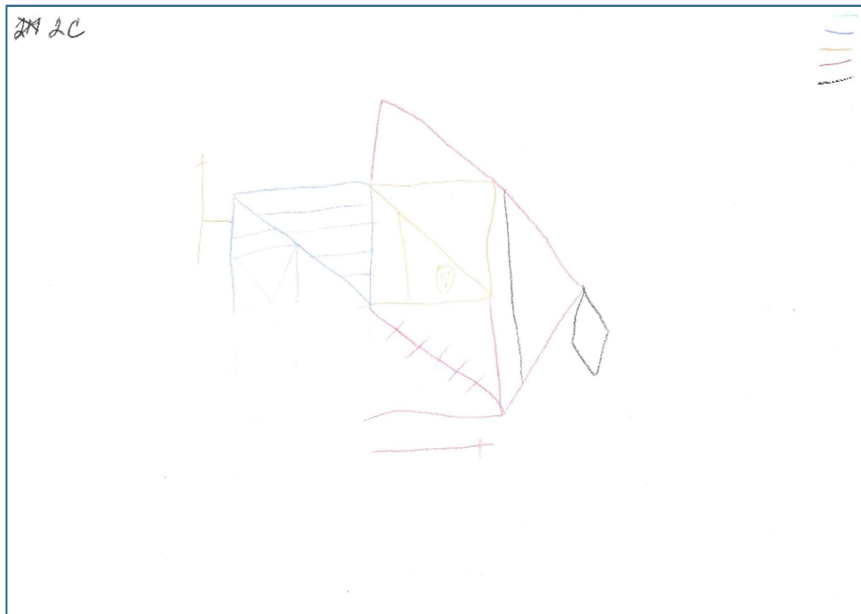


1st memory

In the 2nd reproduction phase Alex continued in his own workflow in which he believed. He internalized more details, some of the relationships were still missing. He tried to apply what he learned during the previous phases, but due to his slight impatience he did not pay enough attention to the whole figure and details within it.

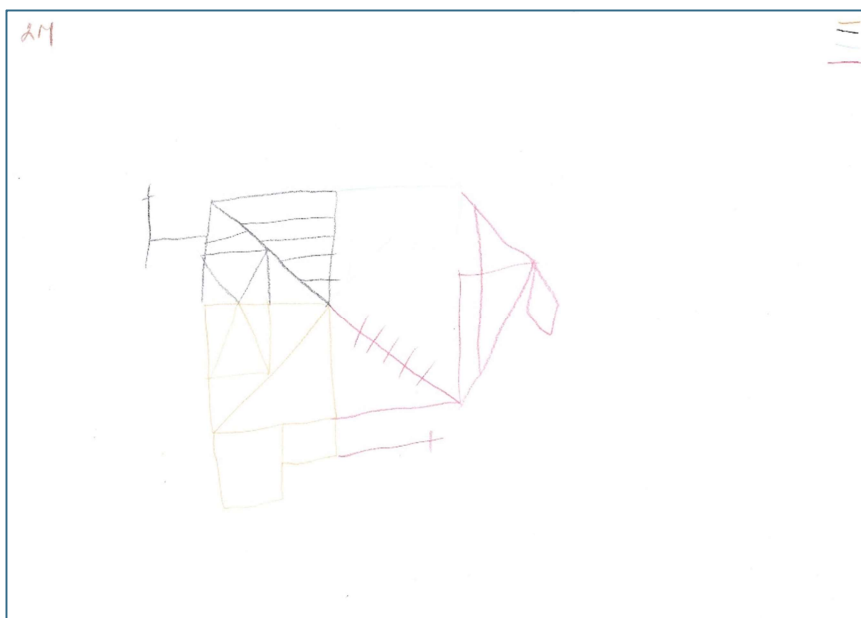


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2nd copy

Alex demonstrated clear internalization of the strategy in the 2nd memory phase, worked with adequate accuracy, remembered all the elements except one and all the relationships. After he finished the drawing he hesitated and felt that something was missing but could not find it.

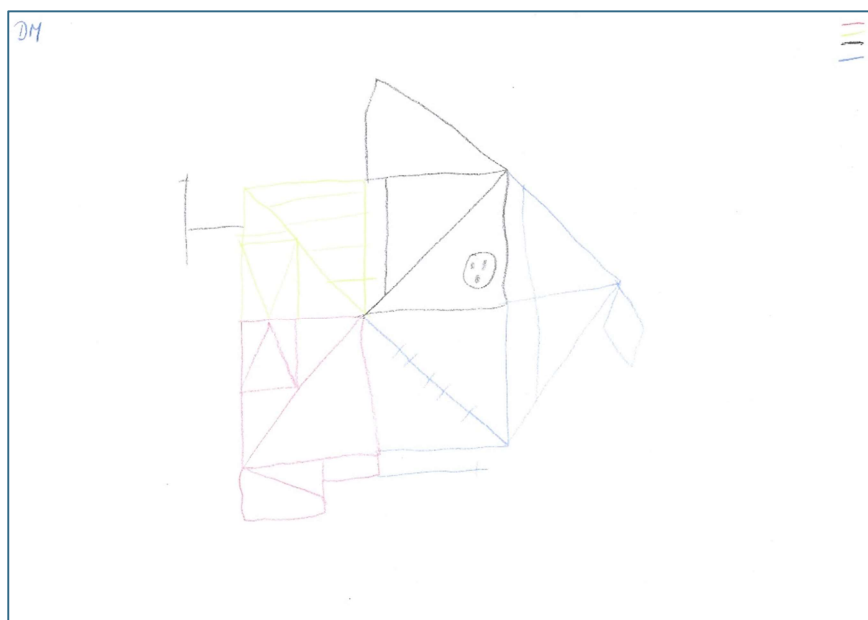


2nd memory



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A day later Alex was asked to reproduce the design from the memory. He worked quickly, precisely, followed his workflow and the learned details. There were no signs of hesitation and I noticed self-confidence has risen.



delayed memory

In general, Alex proved he can work very well in figural and graphic modality with high level of organizational and visual memory and spatial orientation. Perhaps he could do better if he paid more attention to details and became aware, they are part of the figure. Due to his own strategy however, he felt more confident throughout the work.

At the beginning of the **16 Words Memory test** Alex expressed his worries regarding this kind of test. He was surprised after the first test that he scored well. He was offered that maybe there are some relationships between the words. Alex grasped the point immediately and started to work on it. Alex was relaxed, but focused. After the second test he was clear about the categories used and number of members in each category. He naturally used verbalization and basically, he was working aloud all the time of the test. After a learning period, he succeeded in naming all 16 words, listing them within the categories at the fourth trial and repeated the trials two more time with success.

Perhaps due to his worries at the beginning he was open to the light mediation he was given and adopted it with ease.



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A day later Alex was given the B test to see how he can work with the learned strategy.

He needed two trials to figure out the categories and the fifth trial was successful. However, he could not repeat it flawlessly until the 8th, 9th, and 10th trials were completed successfully.

When asked what was the difference between the two tests (A and B), Alex explained that many words from the A test he could remember easily because they represented objects laying on the desk or he had some other, close association with, while the words in the B test were stranger to him and had no mnemotechnical help.

This test revealed that verbal modality is not his favorite one. Giving him time, support and clues Alex can define and clarify concepts to be used and verbalization helps him to recall the words on the list.

During the **Diffuse Attention Test (LAHI)** Alex was calm and concentrated. He internalized the task very quickly and was able to proceed with it without looking back at the model figures. He worked with accuracy and precision and sometimes he double checked the rows. However, during the third and fourth minutes, Alex had difficulties to maintain his attention and efficiency reached at the beginning. After this short period of “crisis” he gathered up, reached automatization and continued in the test making very few mistakes.

After the one model test Alex was asked to work on the alternative test with three sections. He showed flexibility, he adapted to the new model rather easily. In the second model of the page his pace was slower, while the third model was easy to adapt to. At the end of the task he appeared tired and exhausted.

During the two days assessment I witnessed the presence of high-level abstract thinking skills in tasks which demanded hypothetical thinking, dealing with several sources of information, mental representation, spontaneous comparative behavior, analogical and relational thinking, deductive reasoning. Alex was able to use concepts, to create and implement a strategy to solve the task.

After the task was completed, Alex spontaneously articulated his logical thought process he used to show evidence of completion the tasks. Sometimes however he felt frustrated of not being able to give an answer in a very clear way.

Generally, it was very important for Alex to work **independently**; therefore, he was open to mediation only occasionally and only to a limited amount of it.



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His perception is developed very well as well as need for precision. Sometimes though, he is not patient and curious enough to analyze the objects or tasks to meet the required precision and accuracy.

He is able to find relevant clues, relationships and create hypothesis which proves his strong mental abilities. He can project and implement his own strategy and correct himself especially when verbalizing the situation. He can learn from his own mistakes.

Clear perception, visual modality and high-level cognitive functions in the elaboration phase represent a strong foundation for further development. He proved to have no problems working in other modalities either, but he felt uncertain when confronted with motor and verbal tasks.

In general, Alex was seen to be bright, capable and modifiable to solve very hard tasks on his own.

Based on the LPAD test I recommended that:

- The Feuerstein Instrumental Enrichment Program would be beneficial to Alex in order to:
 - Develop curiosity, frustration tolerance and positive self-image;
 - Learn to verbalize mental processes with accuracy;
 - Learn to analyze with precision;
 - Exercise verbal elaboration based on facts.
- Mediation should be focused particularly on:
 - Development of the feeling of competence;
 - Inhibition of distracting behavior;
 - Development of sharing behavior;
 - Awareness of self-improvement.

Recommendations for school:

- Encourage him to reflect on his own work;
- Support him when verbalizing the answer;
- Give him more time for preparation;
- Make him aware of his successes in order to build self-competence.

We worked together for three years having one lesson a week. We covered Analytical Perception, Comparisons, Categorization, Orientation in Space I, Identifying Emotions and Numerical Progressions.



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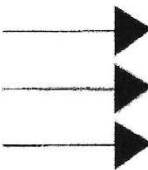


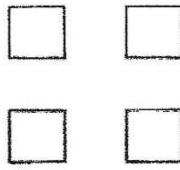








We focused on verbalization of thoughts, precision in perception as well as in communication. Alex proved to be fearful that he could do mistakes. This fear limited him significantly, did not let him fully enjoy the work on tasks, he was always thinking within the limits of “safety”. For example, during the Numerical Progressions he preferred working with figures 0 and 1 when it was possible. The feeling of security was the absolute value for him when looking for answers.

It was also typical for him to apply a “minimax” kind of approach. If a solution was good enough there was no reason to look for alternatives.

During the period we worked together, his moodiness slowly disappeared, at the beginning however we had some hard minutes to manage his quick and easy upset state. It was also difficult to find the area where we could safely bridge the discovered principles. He was very unhappy to bridge to his family – he found it too intimate. Very often we bridged therefore to ideas of communism, his area of strong interest. His ability to explain his thoughts was slowly raising. On one of the last sessions, I asked him about our work together. After a short while of thinking, he said: “my family understands me better now, because I am able to explain what I think better”.



Prohlédni si vzor. Do každého ze dvou rámečků nakresli obrázek, který bude stejný se vzorem POUZE tím, co označuje zakroužkované slovo.

vzorový obrázek	obrázek 1	obrázek 2
	 počet barva velikost tvar	 počet barva velikost tvar
	 počet barva velikost tvar	 počet barva velikost tvar
	 směr počet velikost tvar	 směr počet velikost tvar
	 barva počet velikost tvar	 barva počet velikost tvar
	 směr počet barva velikost tvar	 směr počet barva velikost tvar
	 počet barva velikost tvar	 počet barva velikost tvar

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Prohlédni si vzor. Do každého ze dvou rámečků nakresli obrázek, který se bude lišit od vzoru tím, co označuje zakroužkované slovo.

vzorový obrázek	obrázek 1	obrázek 2
	 velikost tvar <u>počet</u> barva	 <u>velikost</u> tvar počet <u>barva</u>
	 počet <u>velikost</u> <u>tvar</u> směr	 počet velikost <u>tvar</u> <u>směr</u>
	 velikost <u>tvar</u> barva <u>počet</u>	 <u>velikost</u> tvar <u>barva</u> <u>počet</u>
	 <u>barva</u> počet <u>velikost</u> tvar	 <u>barva</u> <u>počet</u> <u>velikost</u> tvar
	 <u>velikost</u> <u>směr</u> tvar počet barva	 <u>velikost</u> <u>směr</u> tvar počet <u>barva</u>
	 <u>počet</u> <u>barva</u> <u>velikost</u> tvar	 počet barva <u>velikost</u> <u>tvar</u>

13



2. Vzorec je:

Doplňte řadu podle vzorce.

4 5 6 2

4 5 6 4 5 6 4 5 6

V tomto cvičení je něco nového:

Řada se skládá z úseků, na předchozí stránce se řada skládala z okresů.

1. Vzorec:

Doplňte řadu podle vzorce.

1 2 3

1 2 1 1 2 1 1 2 1

Vytvořte vzorec pro řadu čísel a ujistěte se, že následující dvě podmínky byly dodrženy:

- vzorec by měl být složen ze tří jednotek,
- prostřední jednotka by měla obsahovat dvě číslice.

Požádejte souseda, aby vyplnil řadu podle vzorce.

1 11 2

1 11 2 1 11 2 1 11 2

4. Vymyslete si jiný vzorec podle instrukce v předchozím cvičení a nezapíšte ho. Vyplňte řadu podle tohoto vzorce.

99 66 33 33 66 99 33 66 99

Požádejte souseda, aby odhalil vzorec, který jste použili.

33, 66, 99

5. Vytvořte vzorec sestavený ze tří jednotek podle následujících podmínek:

- první jednotka > třetí jednotka,
- druhá jednotka > třetí jednotka,
- první jednotka \neq druhé jednotce.

3 2 1

Doplňte řadu podle vašeho vzorce.

3 2 1 3 2 1 3 2

Jaký je vztah mezi první a třetí jednotkou?

První jednotka2..... třetí jednotka.

Vytvořte jiný vzorec podle stejné instrukce.

V tomto vzorci ale vztah mezi první a třetí jednotkou bude opačný, než který existoval v předchozím vzorci.

2 3 6



Napiš několik položek, které patří do skupiny na stránce.

4

1. Členové rodiny: matka, otec, dítě
2. Nábytek: stůl, židle, skříň
3. Dovolená, prázdniny: moře, hory, příroda, vana
4. Dobytek: kočka, pes
5. Sporty: tenis, fotbal, běh
6. Divoká zvířata: lev, žirafa, slon
7. Barvy: červená, modrá, zelená
8. Charakterové rysy: šelma, klid, vytrvalost
9. Osvětlení: světlo, slunce, žárovka
10. Nálady: smutek, štěstí, klid, nervy
11. Kuchařské výrobky: chleba, těsto, vejce
12. Nápoje: čaj, voda, mléko
13. Mléčné výrobky: sýr, mléko, jogurt
14. City (emoce): úcta, láska, radost
15. Domácí zvířata: pes, kočka, ovce
16. Geometrické tvary: čtverec, kruh, trojúhelník
17. Způsoby dorozumívání: řek, písmo, chůze
18. Místa zábavy: hřiště, klub, sauna
19. Oblečení: oblečení, boty, šaty
20. Řemesla: pekařství, kovářství, alchymie
21. Vztahy mezi lidmi: láska, přátelství, nenávisť
22. Měřicí přístroje: teploměr, barometr, plynoměr





TŘÍDĚNÍ KRUHŮ PODLE VELIKOSTI A BARVY



A



B



C



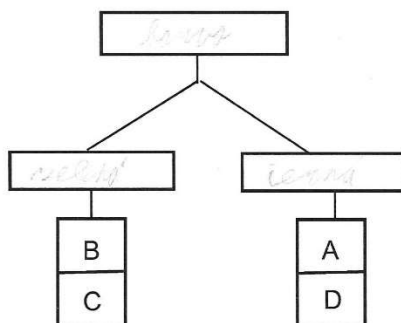
D

Nahoře jsou čtyři kruhy označené A, B, C a D. Zapiš záhlaví tak, aby písmena
v obdélnících byla správně.

Předmět třídění: barvy

Zásada třídění: barva

(1) velikost (2) barva



Předmět třídění: barva

Zásada třídění: velikost : (1) velikost (2) barva
barva : (1) barva (2) velikost

