



ADDRESSING DISPARITIES IN LITERACY ACQUISITION

Project Number: 2024-1-IT02-KA220-SCH-000250672

Preventing Educational Disadvantage: Risk Factors and Digital Solutions in Primary Education

Table of Contents

29 March 2025

MODULE 1: EARLY SIGNS OF EARLY SCHOOL LEAVING	
Topics covered	Difficulties in literacy skills acquisition extend beyond students with neurodevelopmental disorders or disabilities, encompassing a larger percentage of the children population in Europe who are at risk of school dispersion due to learning difficulties, estimated to be between 20-30% (PISA, 2018; PIRLS 2021). The Module aims to: 1) to provide an overview the early signs of literacy difficulties and of the associated factors at different levels: emotional, cognitive, linguistic behavioral, anamnestic, cultural-societal; 2) to produce a survey for teachers to list and identify early signs of literacy difficulties in 1st and 2nd grade and the associated factors.
Suggested schedule	29/03/2025 9:00 – 9:30: Registration of the participants 9:30–10:30: Speaker - Giacomo Stella Psychologist and Professor of Clinical Psychology at the Department of Education and Human Sciences of the University of Modena and Reggio Emilia, director of I.R.I.D.E., founding member of AID (Italian Dyslexia Association) and scientific director of S.O.S. Dyslexia. 10:30-11:00: Break 11:00 – 12:30: Workshops in Working groups
Teaching Methodology	<ul style="list-style-type: none">• Frontal lecture with the speaker.• Practical workshops based on the creation of instruments (forms for teachers, students and families focused on their needs).• Collaboration activities in small groups.
Teaching Contents	<ul style="list-style-type: none">• Early signs of literacy difficulties and of the associated factors at different levels: emotional, cognitive, linguistic behavioral, anamnestic, cultural-societal.• Early signals of learning difficulties.• Effect of emotions on learning processes.• Effect of anxiety and fear of failure on student motivation.• Support strategies and instruments in order to improve student self-esteem and performances.
Suggested Teaching	<ul style="list-style-type: none">• IT: Erickson (https://www.erickson.it)• Imparare facile. Lingua italiana. Ortografia. Prima morfologia. Guida didattica per insegnanti che operano con alunni con difficoltà di apprendimento



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Material	2021 Giovanna Ventrella Risorse online: <ul style="list-style-type: none">• https://www.aiditalia.org/: Offre risorse e guide su come identificare e supportare bambini con difficoltà di lettura.• Web app Sviluppare le abilità di letto-scrittura 1-Attività per il recupero delle difficoltà fonologiche• Web app Sviluppare le abilità di letto-scrittura 2-Attività per il recupero delle difficoltà fonetiche e ortografiche• Web app Sviluppare le abilità di letto-scrittura 3-Attività di consolidamento su lettere, sillabe, parole, digrammi/trigrammi e doppie• giochi fonologici, letture a voce alta e scrittura creativa che permettano di identificare difficoltà precocemente.• https://www.leoapp.it
Suggested Bibliography	Gaab, N., & Petscher, Y. (2022). Screening for early literacy milestones and reading disabilities: The why, when, whom, how, and where. <i>Perspectives on Language and Literacy</i> , 48(1), 11-18. Mascheretti, S., Andreola, C., Scaini, S., & Sulpizio, S. (2018). Beyond genes: A systematic review of environmental risk factors in specific reading disorder. <i>Research in Developmental Disabilities</i> , 82, 147-152. Aldahri, M., McLaughlin, T. F., Derby, K. M., Belcher, J., & Weber, K. P. (2013). An evaluation of the direct instruction model-lead-test procedure and rewards on rote counting, number recognition and rational counting with a preschool student with developmental delays. <i>International Journal of Basic and Applied Science</i> , 2(1), 98-109. In "I disturbi dell'apprendimento" a cura di Cornoldi Anderson C.L., Anderson K.M., Cherup S. (2009). Investment vs. Return: Outcomes of Special Education
Online Resources	Co-Occurrence of Reading and Writing Difficulties https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9262993/ This article presents the application of the interactive dynamic literacy (IDL) model (Kim, 2020a) toward understanding difficulties in learning to read and write. M.I.U.R. (2011) Disturbi specifici dell'apprendimento (DSA) https://www.miur.gov.it/disturbi-specifici-dell-apprendimento-dsa- Imparare Facile (2021) Dal suono al segno: training per l'ortografia https://www.impararefacile.it/dalsuono/dalsuono.php



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12 April 2025

MODULE 3: COGNITIVE RISK FACTORS	
Topics covered	Cognitive risk factors play a crucial role in determining educational outcomes and a child's ability to learn effectively. This module aims to: 1) explore the concept of selective attention and its impact on learning; 2) examine the role of working memory in processing and retaining information; 3) analyze visuo-verbal integration and how it affects comprehension and expression; 4) assess processing speed and its influence on academic performance; and 5) investigate implicit learning and its significance in the broader context of cognitive development.
Suggested schedule	<p>12/04/2025</p> <p>9:00-9:30: Registration of the participants</p> <p>9:30-10:30: Speaker - Francesco Nucci</p> <p>Teachers trainer of Mind 4 Children, a fluid community of scientists, researchers, specialists, teachers and educators which supports and promotes the impact of scientific research on the human potential. The aim of this association is to have a positive effect on the school population.</p> <p>10:30-11:00: Break</p> <p>10:30 – 11:30 Working group</p>
Teaching Methodology	<ul style="list-style-type: none"> • Frontal lecture with the speaker. • Practical workshops. • Collaboration activities in small groups.
Suggested Teaching Material	<p>Cognitive risk factors significantly influence educational outcomes. Learning abilities are significantly influenced by aspects such as selective attention, working memory, visuo-verbal integration, processing speed, and implicit learning.</p> <ul style="list-style-type: none"> • Children attentional processes • Cognitive processes • Working memory • Visuo-verbal processes • Implicit learning • Language acquisition • Support strategies and instruments in order to improve student self-esteem and performances.
Suggested Bibliography	Kudo, M. F., Lussier, C. M., & Swanson, H. L. (2015). Reading disabilities in children A selective meta-analysis of the cognitive literature. Research in developmental



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disabilities, 40, 51-62.

D'Souza, H., & Karmiloff-Smith, A. (2017). Neurodevelopmental disorders. Wiley Interdisciplinary Reviews: Cognitive Science, 8(1-2), e1398.

Cornoldi, C. (2019). *I disturbi dell'apprendimento*. Società editrice il Mulino, Spa.

Galuschka, K., & Schulte-Körne, G. (2016). The diagnosis and treatment of reading and/or spelling disorders in children and adolescents. *Deutsches Ärzteblatt International*, 113(16), 279 in "I disturbi dell'apprendimento" a cura di Cornoldi.

Graham, S., Harris, K. R., & Larsen, L. (2001). Prevention and intervention of writing difficulties for students with learning disabilities. *Learning Disabilities Research & Practice*, 16(2), 74-84 in "I disturbi dell'apprendimento" a cura di Cornoldi.

Organizzazione Mondiale della Sanità (1995), *ICD-10/Decima revisione della classificazione internazionale delle sindromi e disturbi psichici e comportamentali*, Ginevra

Vio, C., Tressoldi, P. E., & Presti, G. L. (2012). *Diagnosi dei disturbi specifici dell'apprendimento scolastico*. Edizioni Erickson.



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17 May 2025

MODULE 2: SOCIETAL RISK FACTORS	
Topics covered	<p>Societal risk factors profoundly affect educational outcomes and the overall well-being of children. This module aims to:</p> <ol style="list-style-type: none">1) Provide an overview of how socioeconomic status and parents' education influence children's opportunities;2) Examine the impact of community environment and geographic barriers on access to health and educational resources;3) Explore the importance of family literacy and parent involvement in supporting learning;4) Assess the effects of cultural and ethnic diversity, including potential linguistic barriers; and 5) analyze teaching practices and the overall school environment, highlighting the significance of school facilities and available resources.
Suggested schedule	<p>17/05/2025</p> <p>9:00-9:30: Registration of the participants</p> <p>9:30-10:30: Speaker - Gaia Fiorini</p> <p>Head of the territorial development office of the Social Innovation Department of Save the Children Italy.</p> <p>10:30-11:00: Break</p> <p>11:30- 13:00: Working group</p>
Teaching Methodology	<ul style="list-style-type: none">• Frontal lecture with the speaker.• Practical workshops.• Collaboration activities in small groups.
Suggested Teaching Material	<ul style="list-style-type: none">• Societal risk factors and their impact on educational outcomes.• Socioeconomic status of families and students involving literacy level and cultural diversity.• Impact of community environment on educational outcomes.• Importance of innovative teaching practices and learning strategies.
Suggested Bibliography	<p>Coles, E., Cheyne, H., & Daniel, B. (2015). Early years interventions to improve child health and wellbeing: what works, for whom and in what circumstances? Protocol for a realist review. <i>Systematic Reviews</i>, 4, 1-6.</p> <p>Terlitsky, A. B., & Wilkins, J. (2015). Characteristics of family literacy programmes that</p>



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	<p>improve child literacy, behaviour and parenting skills. International journal of pedagogies and learning, 10(2), 121-138.</p> <p>Jirout, J., LoCasale-Crouch, J., Turnbull, K., Gu, Y., Cubides, M., Garziona, S., ... & Kranz, S. (2019). How lifestyle factors affect cognitive and executive function and the ability to learn in children. Nutrients, 11(8), 1953.</p>
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24 May 2025

MODULE 4: DIGITAL TOOLS FOR LEARNING DISADVANTAGES	
Topics covered	Digital tools for learning have transformed educational practices, yet they can also present some challenges. This module aims to: 1) examine the impact of digital tools on the level of reading acquisition, focusing on potential difficulties; and 2) explore how these tools affect the level of writing acquisition, analyzing both the benefits and challenges associated with their use in educational settings.
Suggested schedule	<p>24/05/2025</p> <p>9:00-9:30: Registration of the participants</p> <p>9:30-10:30: Speaker - Silvia Micheletta</p> <p>PhD and research fellow at the Department of Education, Languages, Interculture, Literature and Psychology of the University of Florence, where she mainly deals with Special Pedagogy.</p> <p>Teacher in the Specialization Course for Support Activities promoted by the same University.</p> <p>Her research interests are mainly focused on methods and technologies applied to promote the school inclusion of pupils with special educational needs. silvia.micheletta@unifi.it</p> <p>10:30-11:00: Break</p> <p>11:00-12:30: Working group</p>
Teaching Methodology	<ul style="list-style-type: none"> • Frontal lecture with the speaker. • Practical workshops based on the use and knowledge of different learning apps and on the creation of materials. • Collaboration activities in small groups.
Suggested Teaching Material	<ul style="list-style-type: none"> • Challenges posed by digital tools in education, particularly regarding reading and writing acquisition, highlighting potential difficulties and their impact on learning outcomes. • Creation of digital instruments and materials.



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	<ul style="list-style-type: none"> • Knowledge of various digital platforms in order to create digital tools.
<p>Suggested Bibliography</p>	<p>Pecini, C., Spoglianti, S., Michetti, S., Bonetti, S., Di Lieto, M. C., Gasperini, F., ... & Chilosi, A. M. (2015). Telerehabilitation in developmental dyslexia: methods of implementation and expected results. <i>Minerva Pediatrica</i>, 70(6), 529-538.</p> <p>Tucci, R., Savoia, V., Bertolo, L., Vio, C., & Tressoldi, P. E. (2015). Efficacy and efficiency outcomes of a training to ameliorate developmental dyslexia using the online software Reading Trainer®. <i>BPA-Applied Psychology Bulletin (Bollettino di Psicologia Applicata)</i>, 63(273).</p> <p>Technology Research in Literacy for Students with Mild Disabilities. <i>Contemporary Issues in Technology and Teacher Education</i>, 9(3), pp. 337-355 301 in “La dislessia: tecnologie efficaci per il recupero delle abilità di letto-scrittura” a cura di Micheletta.</p> <p>Lange A.A. <i>et al</i> (2006). Assistive Software Tools for Secondary-Level Students with Literacy Difficulties.</p> <p><i>Journal of Special Education Technology</i>, 21(3), 13-22 in “La dislessia: tecnologie efficaci per il recupero delle abilità di letto-scrittura” a cura di Micheletta.</p> <p>LoPresti E.F., Mihailidis A., Kirsch N. (2004). Assistive Technology for Cognitive Rehabilitation: State of the Art. <i>Neuropsychological rehabilitation</i>, 14(1/2), 5-39 301 in “La dislessia: tecnologie efficaci per il recupero delle abilità di letto-scrittura” a cura di Micheletta.</p> <p>McArthur C.A. <i>et al</i>(2001). Technology Applications for Students with Literacy Problems: A Critical Review. <i>The Elementary School Journal</i>, 101(3), Special Issue: Instructional Interventions for Students with Learning Disabilities, 273-301 in “La dislessia: tecnologie efficaci per il recupero delle abilità di letto-scrittura” a cura di Micheletta.</p> <p>Micheletta, S. (2015). La dislessia: tecnologie efficaci per il recupero delle abilità di letto-scrittura. <i>ITALIAN JOURNAL OF SPECIAL EDUCATION FOR INCLUSION</i>, 3(2), 41-54.</p> <p>Vio, C., Tretti, M. L., & Chessa, G. (2016). Il trattamento della disortografia con il software Dal Suono al Segno in soggetti con Dislessia Evolutiva.</p>
<p>Suggested links to deepen the contents</p>	<ul style="list-style-type: none"> - https://app.genially.com/ - https://wordwall.net/it - https://www.canva.com/ - https://learningapps.org/createApp.php - https://kahoot.it/ - https://www.mentimeter.com/ - https://padlet.com/



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