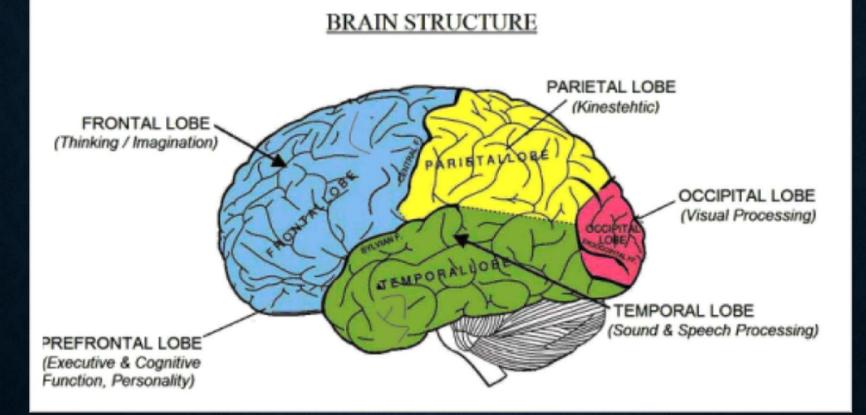
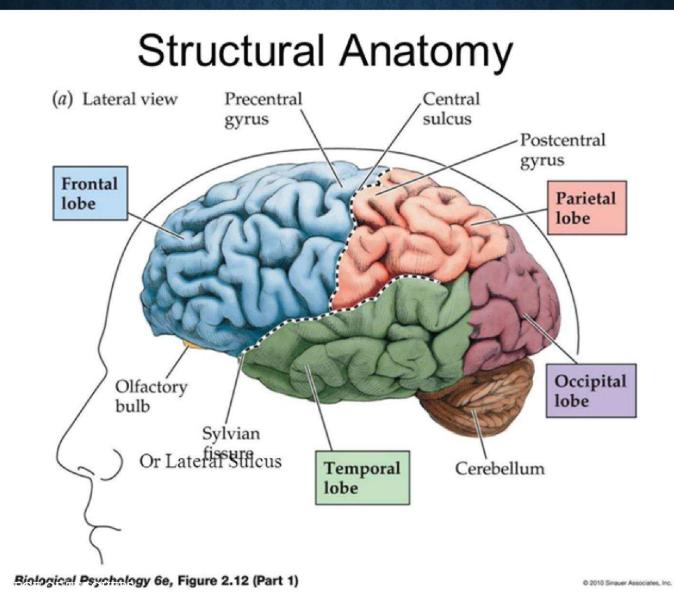


# THE MYSTERIOUS BRAIN

SPECIAL EDUCATION NEEDS



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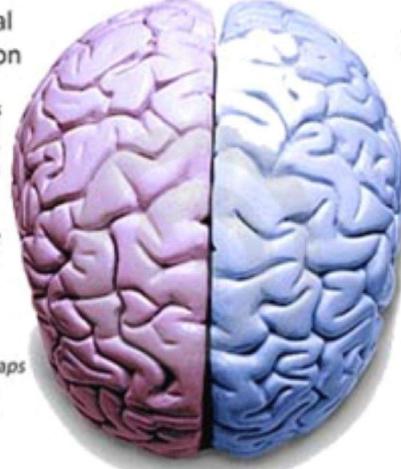


### KIGHT SIDE

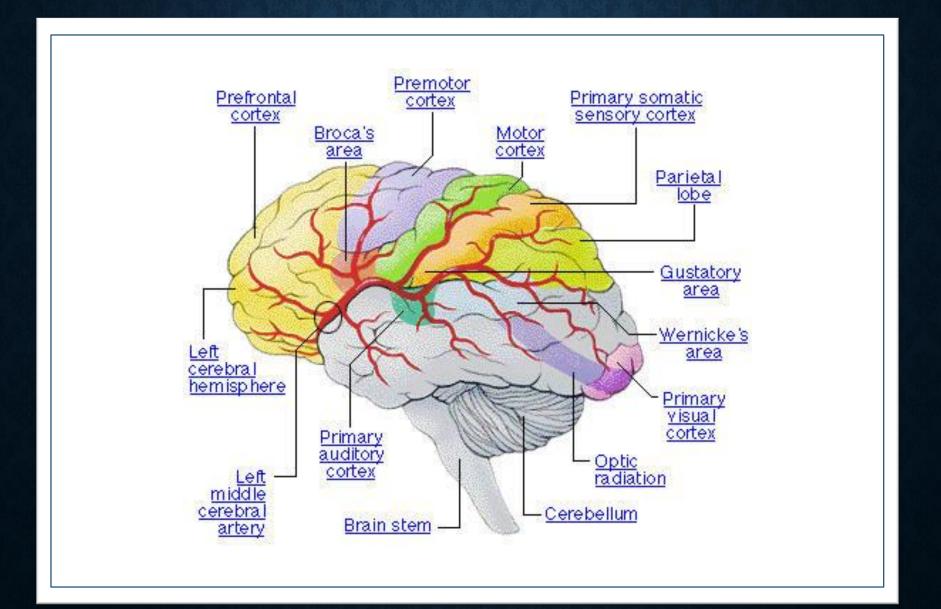
## LEFI SIDE

-Nonverbal Information -*Music* -*Images* -Drawing -Construction -Voice Tones -Creative -Intuitive

-Spatial Relationships -Faces Shapes Maps -Concrete



-Spoken and Written Language -Sequencing -Word Analysis -Filling Forms -Numbers -Letters -Analytical -Logical -Abstract



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## NON-DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING

### Non-Dyslexic

#### Parieto-Temporal Area Usually, the novice reader uses this area, in combination with Broca's Area, to slowly analyze new words.

#### Occipital-Temporal Area This is the word form area of the brain. For most people, when a word is read several times, the brain makes a neural model of it that includes spelling, pronunciation,

and the meaning of the word.

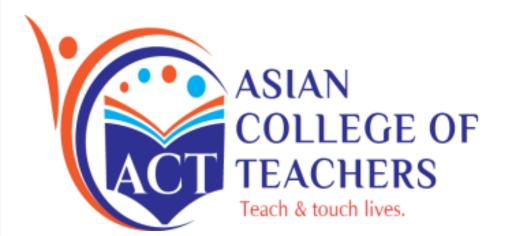
#### Broca's Area

Dyslexic

Not Getting Activated Not compensate.

Broca's Area

Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.



## **THANK YOU**

## FOR CARING ....

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