

Dysgraphia and Functional Rehabilitation clinical and cognitive rehabilitation

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Learning to write requires a good functional, motor, intellectual and level affective and presupposes the knowledge and appropriate use of language. A complex of skills that the subject does not always possess and which makes him vulnerable to school failure. The state of failure can provoke inattention, demotivation, behavioral disorders with possible manifestations of aggression or apathy. A problem, as we can see, which is not indifferent that worries teachers and parents, who must be directed to find suitable programs to face difficulties, to formulate and define helpful answers. The activity of writing is a learning, but before being a means of intellectual evolution, this learning is in close relationship with neuroperceptive behaviors-motor. We know that language is prior to graphism and although we do not dwell on this work on language, let's not forget that learning to read and write are based on an expressive language where sound succession and sound quality are important issues. In other words, before learning to read and write, the child must be helped to use as rich a language as possible. In fact, writing and reading are before everything, the means of communication and personal expression. It is a way of expression that they are based on a graphic code, from which it is necessary to find the sounds that bring meaning. They therefore require the intervention of two symbolic systems in agreement with each other, one sound, the other graphic. The establishment of the graphic code and its deciphering require, however, on the other hand, the intervention of psychomotor functions. It is currently acquired, outside the development of the language and good pronunciation, that the pre-requisites belong to the psychomotor field. There writing is primarily a motor learning and the acquisition of this specific praxis, particularly complex, it requires that the adjustment function be educated. This is why we particularly turn to manual skills that can be developed with experiences of modeling, clipping, collage, both with dissociation exercises at the level of the hand and fingers, identified as perception exercises of the body that make one intervene the internalization function.

Biography

Dario Furnari is Ph.d. in Applied Biomedical Sciences in the neuroscience and traumatology and neuropharmacology sector

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