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Abstract

Dysphasia, dyslexia and dyscalculia are disorders that have been recognised since the revision in 1993 of the scale used by current MDPH (centres for disabled people in each département of France). Dyspraxia and attention/hyperactivity disorders have been recognised as such and have been added to the other disorders mentioned here to constitute a list of specific learning disorders in an action plan in 2001 and in an inter-ministry implementation circular in January 2002. With a perspective of several years, it seems that the use of new ICT by teachers and its adoption by young people with learning disorders represent a major challenge in schooling. Indeed, as most of these young people's difficulties lie in the mastery of written and/or oral language and the links between the two (both in reception and production), the non-use of new ICT can be an impediment to their schooling.

This article presents what can be done in classrooms to help these young people. It gives an overview of research and personal experiences, interviews and exchanges carried out over several years with young people, their parents and various professionals (teachers, special need assistants, speech therapists). Before discussing the pedagogical applications (limited, on the one hand, to the functional or 'ergonomic' aspects and, on the other, to the mastery of writing, the first pillar of the Common Base of Knowledge), a few preliminary comments provide a snapshot of the general context of the use of ICT for pupils with various types of disorders.

Web link for additional information

http://laboutique.inshea.fr/boutique/liste_produits.cfm?type=31&code_lg=lg_fr&num=11