

"SINDROME DE IRLEN" UMA DISFUNCAO DO SISTEMA MAGNO - CELULAR

Prof. Dr. Ricardo Guimarães Profa. Dra. Marcia Reis Guimarães



Experiência Pessoal

- Formacao academica e professora da Faculdade de Medicina UFMG de 78 a 96
- Pos graducao no exterior com Mestrado em Biologia Molecular e Especialização em Patologia Ocular
- Profa. Adjunta de Genetica Médica, Embriologia e Desenvolvimento Humano desde 89
- Especializacao em Patologia Ocular em Washington -Hospital das Forcas Armadas – Sensibilidade ao Contraste para analise da Qualidade & Desempenho Visual dos Pilotos em situacoes de combate terra-ar
- Doutorado em Oftalmologia na area de Neurovisao "Analise do Desempenho e Qualidade Visual de Daltonicos Portadores de Visao Normal por exames psicofisicos de Sensibilidade ao Contraste"



Fundação Hospital de Olhos

Projeto VimTeVer

- Prevenção, Educação e Tratamento
- VimTeVer Pimpolho
 - Identificação precoce de doenças oculares
- VimTeVer Universitário
 - Continuidade acompanhamento
 - $2006-2007 \rightarrow 4.700$ beneficiados



Belo Horizonte – 2006 -2012-2017

- SIMI Projeto Bom Começo
- <u>Laboratorio Lapan</u> UFMG (Bioengenharia) e Fundação Dom Cabral coordenado pelo Psicologo Ms Pesquisador Douglas Vilhena
- Lei 1052/10 Proap: Programa Promoção da Aprendizagem p/ rastrear e tratar disturbios de aprendizagem e deficits visuais e auditivos integrado ao PSE da PBH
- HELP Canada Vancouver (Human Early Learning Partnership) University of British Columbia
- 2 545 screeners em 26 estados brasileiros
- professores treinados
- LABCOG UFMG

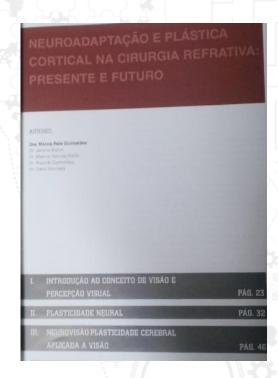


Neuro Plasticidade e Neuro Adaptação Visual: Aplicação em Oftalmologia

Neuro Plasticidade e Neuro Adaptação Visual: Aplicação em Oftalmologia

Márcia Guimarães MD PhD - UFMG
Jerome Baron PhD - UFMG
Marco A. Baldo PhD - USP
Ricardo Guimarães MD PhD - UFMG

Hospital de Olhos de Minas Gerais - UFMG
LAPAN
Laboratório de Pesquisas Aplicadas a
Neurovisão





Leitura além da Acuidade Visual

- Leitura é a habilidade mais complexa aprendida por um ser humano
- Audicão é involuntária e automática
- Visão é voluntaria e exige direcionamento de foco
- Leitura **exige treinamento para automatização**
- Enquanto lemos, nossos olhos se movimentam de forma involuntária sob controle do SNC, são os movimentos mais rápidos (milisegundos) feitos pelo corpo humano e imperceptiveis a olho nu
- Fluxo informação se interrompe na movimentação sacádica
- Movimentos sacádicos feitos para que a fixação mude para o proximo alvo
- Participação de <u>áreas sub corticais</u> (inconscientes) do sistema visual
- Não há ferramentas de avaliação no exame de rotina oftalmologico



Gabriel

3 anos mais tarde ...

- 9 anos, esperto, inteligente,
- inteligencia verbal acima da media, proatividade, organizacao espacial excelente mas
- Exame visual com acuidade normal, sem estrabismo, deficits de refração ... NADA atipico
- Mas, segundo a sua propria professora da 3^a.
 Serie não conseguia aprender a LER!



Como uma observação desta poderia passar impune para um medico oftalmologista ???

E possivelmente sempre passara ... E me senti profundamente abalada por esta constatação



Como diagnosticar?

- Disturbios Aprendizado Relacionados à Visão
- Exame oftalmológico tradicional c/ refratometria, avaliação ortóptica, etc NÃO é suficientes para detectar uma deficit à leitura como uma Dislexia com enfase visual (transtorno neurovisual) ou Sindrome de Irlen

Exame visuopsicosensorial voltado para dificuldades de Leitura: associação das habilidades isoladas e em conjunto + anamnese dirigida com apoio multiespecialidades



Sindrome de Irlen (S.I.)

- Alteração visuo-perceptual de causa neurológica associada a alterações da cortex visual e deficits sistema magnocelular
- Componente genético: familias com outros casos e afetando ambos os sexos
- Manifestações são variadas e intermitentes
- Existem formas mais leves e outras mais graves e em todas as faixas etárias.



que é Sindrome de Irlen?

Disfunção perceptual com 6 manifestações:

- 1. Fotossensibilidade
- 2. Desfocamento à leitura
- 3. Restrição campo visual periférico
- 4. <u>Dificuldade de adaptação a contrastes</u> (competição entre letras e fundo)
- 5. <u>Dificuldade de manter atenção</u>
- 6. Cefaléia



População afetada

- 12-14% da população geral, superdotados e bons leitores
- 46% com deficits específicos de aprendizagem e leitura
- 33% dos casos de ADD/HD, Dislexia e comportamentais
- 55% dos indivíduos com traumatismos cranianos, concussões, lesão contragolpe, etc
- Autismo, problemas médicos e visuais e interações medicamentosas



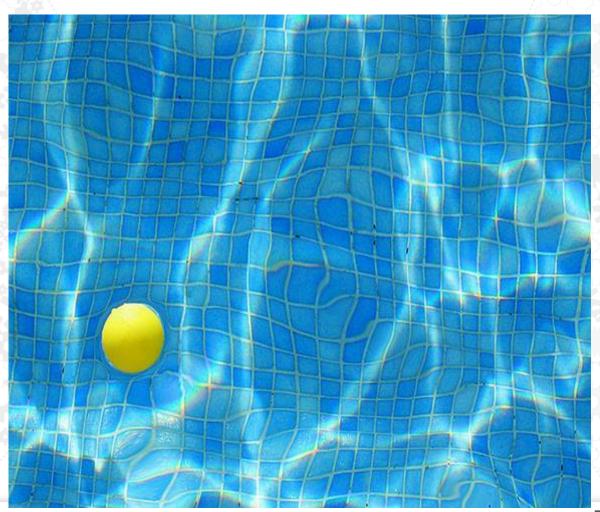
Exclusivamente S.Irlen

Percepção visual alterada ao olhar um texto:

- que se desfoca
- fica instável
- em movimento
- tremendo

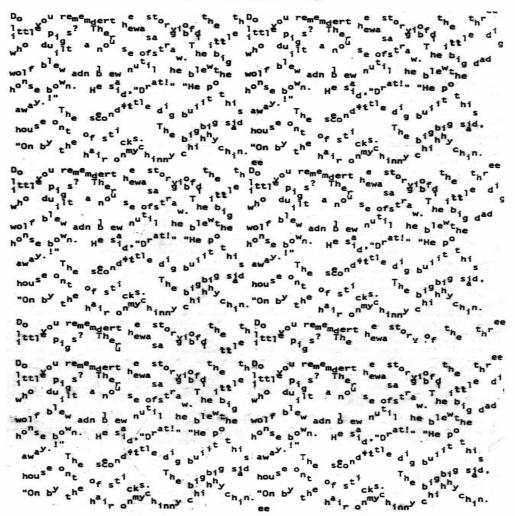


Distorção da imagem





SEESAWS



Distorções visuais S.Irlen

Ondas

pri pri pri primera de la proposició de la processió de la pro

anise ser clar sign and anger in the United Stemans own A CONTROL OF THE PARAMETER CONTROL 14772101 Table Reseased Service Chief Didner Momenti-AST AND A THE CORES OF THE PROPERTY HAS ARREST HOME CHIEFER AN THE GENERAL OF MEMBERS OF MEMBERS TO AND ADVENTIONE MARKET UP COM WITH A THE COM als of the production sample population group. The AND IT WHICH the Administration on Aging finds offers a good exemple of this positions. As a SAINE HERET MANN the Dopontous of Houlth. ESTIBLE LINE Westers. A operates independently of STANS PARE THRANCING Administration (which ad-BISERER RRED HOR MEMERIE and Medical programs). S is is 188 Statistic from the Social Security Admini-BURR: WAISH JERNISSEET the Old Age and Survivors SHESHES SESETAM: MONE WILL the Supplementary SECTION THE BIR BIR HAME IN IN STREET SECTION SHATTERERS St FRUSING and Urban Development. 19160FAROR, LABOR, and Agriculture, all of which William There works about the de STANCES THE SECOND CASE FOR MANY SUBMINE WHEN THE HARRY VARIOUS VARIOUS BROADS PROSPECTION.

25. The highligh various various beauti programs.

A SHEHER. CONFORM failed to gonz sufficient (1997), 4. The Vary Specialises con-the definition material (1997), 4. The Vary Specialises con-the definition in the light of the field behavior control and the sufficient to the light of the field behavior control and the sufficient to the light of the field behavior of the description relations and the light of the field behavior of the resident to the particular to the light of the field behavior of the light of the field behavior of the light of the field behavior of the light of the l

Redemoinho

various continues between the state of the process consists with any artificial and the president appropriate the profession will be Permit diesterren de Politico PANTA cialmachane entre seas and an more is is a consequent of the continues of the things Descurations to still the the COMPANY OF THE PROPERTY OF THE TREES BEARINGS ASSESSED AND STATE OF NAC ATTENDED STATES OF THE PROPERTY OF THE PARTY OF THE P CAMPANA PURBON SERVICE BY CONTROL OF THE PARTY OF THE PAR warped break bre . 195 e Wood 196 9 v. 11 5 56. CORRESPONDENT CONTRACTOR OF STREET Asimos Victorias and Santon Village of spending and interpretations, the Acastas especies pours, semisabili

the new the formatter and the second content of the second content and the second content a

A related problem is that territer ocurage the Breaking 88 WH of 88857 Hill specialized categories terrett 2 82 needs, thereby weresting Hagmantatio provision and preventing an interpret multilaceted and complet problems of The specialization Hard produces ava of service-provider appropriate, 18885 Micro between public and private agencies SELECTION OF A SERVICE STATE OF THE SERVICE STATE O ine and assessments the many attent limited of case for which her higher a monufectured. Askin, while the ASI ACCORDED AND MANAGED CONTROL OF SEAST THE PERSON OF THE PERSON CHARLES BE SEED OF THE PROPERTY OF THE PERSON OF THE PERSO Parties and a service of the commencer west the computation section will coodinates parls weeking the set (400) LATER STATE OF THE PROPERTY OF THE PARTY OF CAPACITE ARABANAS ARA

Adamina Sector Solitor of the Sector Sector Indiana Administrative of the Sector Sector Sector Sector Indiana Administrative of the Sector Sector Sector Sector Indiana Administrative of the Sector Secto



for the to and you cat is look up my not dog play see come see the look dog and not is you come up to my for cat play not up play my is dog you come look for see and to the cat to not cat for look is my and up come play you see the dog my play see to for you is the look up cat not dog come and you look see and play to the is cat not come for my up dog come see the play look up is cat not my and dog for you to come not to play look the and dog see is cat up you for my up come look for the not dog cat you to see is and my play and is for dog come see the cat up look you play my not to look to for my come play the dog see you not cat up and is the come to up cat my see dog you not look is play and for the cat up dog and is play come you see for not to look my dog you cat to and play for not come up the see look my is is you dog for not cat my look come and up to play see the look up come and is my cat not dog you see for to play the play come see cat not look dog is my up the for to and you my you is look the dog play see not come and to cat for up you for the and not see my play come is look dog cat to up dog to you and play cat up is my not come for the look see



Distorções visuais S.Irlen

Rios

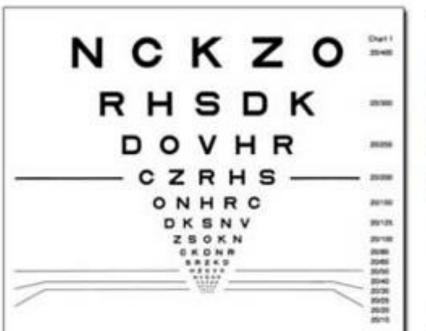
However, bytheend oftheday hehad decidedthat this schoolwasbetter than the last oneeventhough he offeredto pullhishead didn'tlikeit. Nobodyhad off, riphiscoat orthrow hisshoes overtheroof. nobody hadspoken tohimeither on theotherhand, nothinghad changedBill By Thursdayafter noon, was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witamother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withlx Englishwithlcgames with2yalesson nysteriouslycalled GSwithlz.Atthe which Was endor that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas ofbook2whilethe teacherwas onpage 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad had nobook anywaybeingadvised toshare withaboy in apink shirtwhokepthiselbow firmly between Bill and thebook.Whenthebellrang Bill grabbed inthepinkshirtbeforehe could leave. However, by theend of the day he had decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause thereeverydayhewas witanother Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withix Englishwithlogames with2valesson mysteriouslycalled GSwithlz.Atthe which WAR endof that periodhewasnowiser aboutGSthanhehad been at the beginning. It seemed that the classwas on page135 ofbook2whilethe teacherwas onpage ofbook Jasbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad However, by theend of the day he had decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theatherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhowas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withix Englishwithlegames with2yalesson mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed that the classwas ofbook2whilethe teacherwas onpage Basbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad

However, bytheend oftheday hehad decidedthat this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withlx Englishwithlogames with2valesson which was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas ofbook2whilethe teacherwas onpage 135 ofbook Basbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad had nobook anywaybeingadvised toshare withaboy in apink shirtwhokepthiselbow firmly between Bill and thebook.Whenthebellrang Bill grabbed the boy inthepinkshirtbeforehe could leave. However, bytheend of theday hehad decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken By Thursdayafter noon, nothinghad was notentirely surprisednoonespoke no oneknewhewas thereeverydayhewas witamother group. Heonly sawhisclasstogether stergistration after thatthey weresplitupforall theirlessons. Maths withlx Englishwithlegames withZyalesson which was mysteriouslycalled GSwithlz Attho endof that periodhewasnowiser about GSthanbehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook Jasbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad However, bytheend of theday hehad decided that this schoolwasbetter than the last onceventhough he Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witamother group. Heomly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withly Englishwithlegames withZyalesson which was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas ofbook2whilethe teacherwas onpage 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad

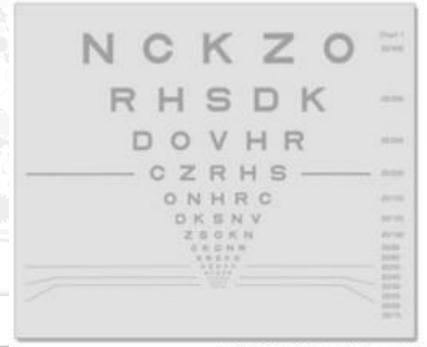
The shift will be shifted with the pleasant partly cloudy with a 40% chance of developing later in the 60%. showers. Tomorrow might A high of 75 is expected, partly sunny with clouds be cool with with a 40% chance of developing later in the 60%. showers. Tomorrow might A high of 75 is expected, partly sunny with clouds be cool with with a 40% chance of developing later in the 60%. showers. Tomorrow might A high of 75 is expected, partly sunny with clouds be cool with with a 40% chance of developing later in the 50%. showers. Tomorrow might A high of 75 is expected, partly sunny with clouds be cool with with a 40% chance of developing later in the 50%. Showers. Tomorrow might A high of 75 is expected, partly sunny with clouds be cool with with a 40% chance of developing later in the 50%. Showers. Tomorrow might A high of 75 is expected, in the 50% and The five day outlook calls will be cool with with a 40% chance of the first and with highs in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool in the 70% and The five day outlook calls will be cool with a high lows in the 50%.

A high of 75 is expected, partly sunny with clouds the high of 75 is expected, partly sunny with a 40% chance of developing later in the 60's. showers. Tomorrow night A high of 75 is expected, partly sunny with a 40% chance of developing later in the 60's. showers. Tomorrow night A high of 75 is expected, partly sunny with a 40% chance of developing later in the 50's. showers. Tomorrow night A high of 75 is expected, partly sunny with a 40% chance of developing later in the 50's. showers. Tomorrow night A high of 75 is exist temperatures temperatures in the 50's. showers. Tomorrow night A high of 75 is exist temperatures temperatures in the 50's. showers. Tomorrow night A high of 75 is exist temperatures temperatures in the 50's. Showers. Tomorrow in the 70's and The five day outlook calls will be considered in the 50's. Today is for seasonal temperatures temperatures the fair and with highs in the 70's and The five day of 75 is existent and with highs in the 70's and The five day of 75 is existent and with highs in the 70's and The five day of 75 is existent and with high sin the 70's and The five day of 75 is existent and with high lows in the 50's. Today is for season of 72. expected to be fair and with high leasant partly cloudy with a high lows in











o Brasileiro urovisão

Metodos de Deteccao

Rastreamento por PROFISSIONAIS DA SAUDE E EDUCACAO

- Larga Escala
- Baixo Custo preco de um caderno!
- Aplicação Local em escolas, salas de aula, consultorios
- Overlays ou Laminas de Sobreposicoes
- Alta eficacia efeito IMEDIATO

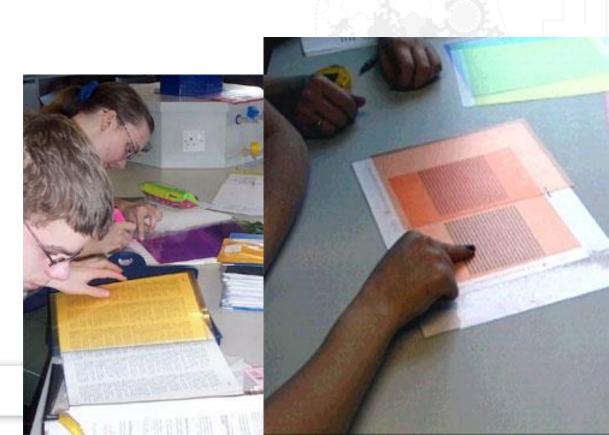
5350 SCREENERS TREINADOS EM TODOS OS ESTADOS DO BRASIL



Rastreamento







Carta de Montes Claros recebida dia 22/9/2010

Dra. Márcia,

Ontem lembrei muito de você quando fomos a uma escola da Zona Rural.

 Um lugar muito simples e instalações precárias, mas com uma alegria e receptividade de emocionar qualquer ser humano.





Escola Municipal Nair Fonseca Brandão Norte de Minas - Setembro 2010



Escola Municipal Nair Fonseca Brandão - Norte de Minas - Setembro 2010



"...Os funcionários e alunos foram muito receptivos e se mostraram envolvidos com nosso trabalho o que contribui sobremaneira para o cumprimento das propostas do projeto." (Kênia)



Escola Municipal Nair Fonseca Brandão Norte de Minas - Setembro 2010



...Atendemos nas situações mais difíceis como você poderá constatar nas fotos,mas nada atrapalhou o resultado muito menos a nossa alegria (de toda equipe) em estar ali naquele lugar.

Projeto Dislexia de Leitura – Zona Rural Montes Claros

 Toda escola se mobilizou para nos dar suporte e víamos, no brilho dos olhos, a felicidade e esperança...

Também fomos a igrejinha da comunidade agradecer esta oportunidade e pedir pelo nosso

projeto.



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



... Foi muito gratificante, tenho certeza que você adoraria estar lá!

Ah! Teve um menino que tem a distorção "RIOS" que descreveu assim: "Tô vendo um tanto de rêgo" (na roça eles fazem canaletas para conduzir a água e irrigar a plantação a isso eles dão o nome de rêgo).

Achei muito interessante!

Um grande abraço, Kênia

...."Tô vendo um tanto de rêgo"

Rios

However, bytheend of the day he had decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead hisshoes overtheroof. off, riphiscoat orthrow on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons.
Maths withlx Englishwithlegames with2yalesson was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser about GSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad had nobook anywaybeingadvised toshare withaboy in apink shirtwhokepthiselbow firmly between Bill and thebook.Whenthebellrang Bill grabbed the boy inthepinkshirtbeforehe could leave. However, bytheend oftheday hehad decidedthat this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withly Englishwithlogames with2yalesson was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage ofbook Jasbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad However, bytheend of the day he had decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theatherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhowas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withix Englishwithlegames with2yalesson was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad

However, bytheend of theday hehad decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withlx Englishwithlogames with2valesson was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook Basbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad had nobook anywaybeingadvised toshare withabov in apink shirtwhokepthiselbow firmly between Bill and thebook.Whenthebellrang Bill grabbed the boy inthepinkshirtbeforehe could leave. However, bytheend of theday hehad decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witanother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withlx Englishwithlegames withZyalesson was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser about GSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad However, bytheend of theday hehad decided that this schoolwasbetter than the last oneeventhough he didn'tlikeit. Nobodyhad offeredto pullhishead off, riphiscoat orthrow hisshoes overtheroof. on theotherhand, nobody hadspoken tohimeither By Thursdayafter noon, nothinghad changedBill was notentirely surprisednoonespoke tohimbecause no oneknewhewas thereeverydayhewas witamother group. Heonly sawhisclasstogether atergistration after thatthey weresplitupforall theirlessons. Maths withix Englishwithlegames withZyalesson which was mysteriouslycalled GSwithlz.Atthe endof that periodhewasnowiser aboutGSthanhehad been atthe beginning, Itseemed thatthe classwas on page135 ofbook2whilethe teacherwas onpage 135 ofbook 3asbothbookshad identical covers the lesson wasoverbeforeany onenoticed Billhad



Aplicação do questionário de caracterização



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



ngresso Brasileiro

de Neurovisão

E. M. Nair Fonseca Brandão – Zona Rural Rastreamento da Sindrome de Irlen



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



Rastreamento da Sindrome de Irlen



PROJETO LÊ CHEGA A ZONA RURAL

- A Escola Municipal Nair Fonseca Brandão, localizada na comunidade de Canto do Engenho recebeu neste dia 22 de setembro a equipe do projeto LÊ que passou o dia na escola fazendo testes em alunos com dificuldades de leitura.
- O projeto LÊ integra o Programa Múltiplos Olhares, mais uma ação da Associação de Promoção e Ação Social- APAS, que é presidida pela Dra. Stela Gleide Martins Leite.
- A Escola Nair Fonseca Brandão tem 100 (cem) alunos sendo que 58(cinqüenta e oito) são alunos de 1º ao 5º ano.
- Deste total 15(quinze) foram selecionados pelos professores e **14 alunos** (quatorze) atendidos pelo Projeto LÊ, já que um deles não compareceu a escola neste dia,
- 4 (quatro) alunos foram identificados com Síndrome de Irlen ou Dislexia de Leitura e outros 10(dez) serão avaliados através de testes complementares afim de identificar qual a origem de sua dificuldade.
- O próximo atendimento do Projeto LÊ será no Centro de Convívio Raimundo Neto a partir do dia 27 de setembro.



G.H.F.B.

- 10 anos
- 3°ano
- PBH Secretaria de Educação Seccional Pampulha
- Escola Municipal Nossa Senhora do Amparo
- Não sabe ler / Não está alfabetizado
- Laudo externo: "Quadro sugere Déficit de Atenção e Dislexia"
- Audiometria: normal
- Processamento auditivo: alterações do tipo Integração (Dificuldade de integrar estímulos auditivos com estímulos visuais).



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



Escola Municipal Nair Fonseca Brandão – Zona Rural Montes Claros – Setembro 2010



ngresso Brasileiro

de Neurovisão

E. M. Nair Fonseca Brandão – Zona Rural Rastreamento da Sindrome de Irlen



Brasileiro

PROJETO LÊ CHEGA A ZONA RURAL

- A Escola Municipal Nair Fonseca Brandão, localizada na comunidade de Canto do Engenho recebeu neste dia 22 de setembro a equipe do projeto LÊ que passou o dia na escola fazendo testes em alunos com dificuldades de leitura.
- O projeto LÊ integra o Programa Múltiplos Olhares, mais uma ação da Associação de Promoção e Ação Social- APAS, que é presidida pela Dra. Stela Gleide Martins Leite.
- A Escola Nair Fonseca Brandão tem 100 (cem) alunos sendo que 58(cinqüenta e oito) são alunos de 1º ao 5º ano.
- Deste total 15(quinze) foram selecionados pelos professores e **14 alunos** (quatorze) atendidos pelo Projeto LÊ, já que um deles não compareceu a escola neste dia,
- 4 (quatro) alunos foram identificados com Síndrome de Irlen ou Dislexia de Leitura e outros 10(dez) serão avaliados através de testes complementares afim de identificar qual a origem de sua dificuldade.
- O próximo atendimento do Projeto LÊ será no Centro de Convívio Raimundo Neto a partir do dia 27 de setembro.



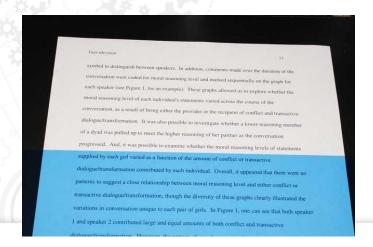
- 10 anos
- 3°ano
- PBH Secretaria de Educação Seccional Pampulha
- Escola Municipal Nossa Senhora do Amparo
- Não sabe ler / Não está alfabetizado
- Laudo externo: "Quadro sugere Déficit de Atenção e Dislexia"
- Audiometria: normal
- Processamento auditivo: alterações do tipo Integração (Dificuldade de integrar estímulos auditivos com estímulos visuais).



- Relatos da professora:
 - Desinteresse e desânimo em sala de aula;
 - Não escreve seu nome completo sem modelo;
 - Não identifica todas as letras do alfabeto e escreve de forma espelhada;
 - Participa com muito interesse das aulas de Ed. Física e Artes;
 - Participa de Projeto de intervenção pedagógica para crianças com dificuldades de alfabetização (1h20min/dia)



- Acuidade: 20/20
- Olho dominante: direito
- Fala muito "embolada"
- Síndrome de *Irlen* severa
- Distorção: Borrado
- Overlay: Turquoise



Letter in a friendly, talintive boy who
the consider on a nervous, high eterns yource.
his fingers on the table and often out of his
the table. Arthur could to be making a good
contily and had difficulty machaning his ext
end impulsivity were noted. Arthur appeared
pulsative behavior which instead directing on
comments which produced federal forwardle
compression which produced federal forwardle
comments which produced federal forwardle
comments which produced. It was important
towns and narvous when he was threatened with
the contents of his to constitue model to be conhavious would not be effective in this situation.

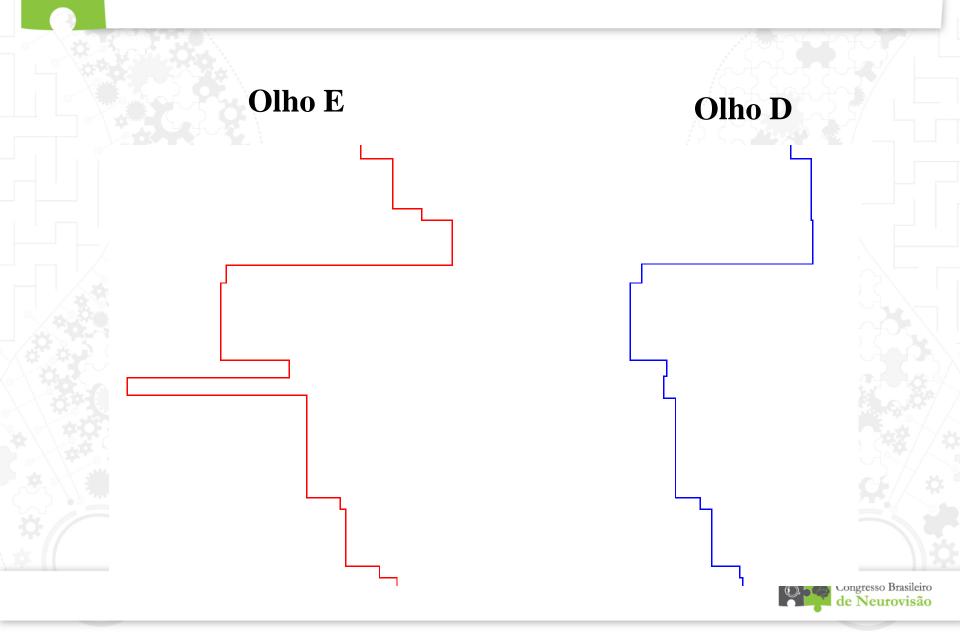
<u>ರಿಎಂ ಉಪಕಾರದೇ ಗರ್ವರಗಳಿಂದಕೆಗಳಿಂದ ನಡಕರ ರಜ್ಞರಾದಕು</u> to very experies range of intelligence. Commi secres of the VISC. Arthur had the greatest contration red descitate auditory rate consur tetrangular term communicated in the mon-verball this in the enalysis and formation of abstract ectact and time cogmines; Inthum received the The engineer feete that the results of the ver educated evaluation of Arthur's patential in the mante opens to rollect, in part, his irrogular carriety, and come parceptual impatualties. expectation and and the court will end order uppo nated, and those windingsoup ware else to her difficulty custodeing his ettention, and the graitery perceptual modelity, the embent of the degree of authory present and the Marited citlin required in the regular elements not. nireentual development una alco moted and the poer fire motor control; Arthur bas trouble ergaivo formo, suggrating some confunida and a



Measurement	Left	Right	
Fixations/100 numbers	150	147	
Regressions/100 numbers	29	32	
Average Duration of Fixation	0,60	0,61	
Rate (numbers per min)	67		
Rate w/o Rereading (numbers per min)	68		
Directional Attack Difficulty	19%		
Cross Correlation	70%		
Anomalies (One Eye Only Forward)	0		
Anomalies (One Eye Reverse)	0		
Anomalies (Both Eyes Opposite Movement)	1		
Lines Found/Countable Lines	4/7		
Saccades in Returns Sweeps	5		



G.H.F.B. – Sem OVERLAY



- Relatos da professora após início do uso da Overlay
 - "Postura" mudou: mais tranquilo, interessado e caprichoso
 - Não diz mais que não é capaz
 - Não tem conversado em sala de aula com os colegas
 - Não tem se comportado de maneira indisciplinar, como antes
 - "Está uma criança mais calma"
 - Quanto à alfabetização ainda precisa de suporte

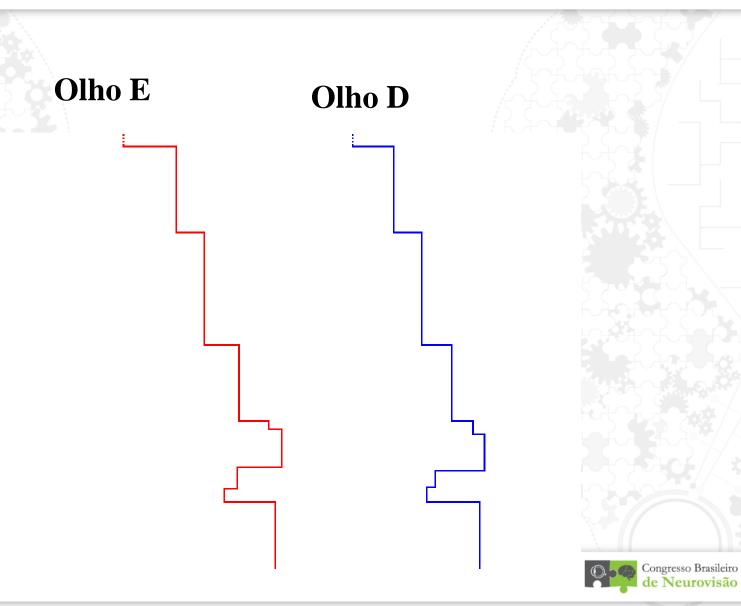


G.H.F.B. – Com OVERLAY

Measurement	Left	Right	
Fixations/100 numbers	97	100	
Regressions/100 numbers	13	13	
Average Duration of Fixation	0,68	0,66	
Rate (numbers per min)	91		
Rate w/o Rereading (numbers per min)	91		
Directional Attack Difficulty	13%		
Cross Correlation	89%		
Anomalies (One Eye Only Forward)	0		
Anomalies (One Eye Reverse)	1		
Anomalies (Both Eyes Opposite Movement)	0		
Lines Found/Countable Lines	4/7		
Saccades in Returns Sweeps	6		



G.H.F.B. – Com OVERLAY



O Tratamento

- Correção dos problemas oculares
- Correção com óculos de grau se necessário.
- Prescrição de Lentes
 Seletivas de Bloqueio





Os filtros variam de cor dependendo do comprimento de onda a ser bloqueado





Cores "normais" em 90% dos casoscinzas, azuis claros, etc

Congresso Brasileiro de Neurovisão

Evolução muito comum

- 1 Dificuldade de aprender
- 2 Rótulo de incapaz e preguiçoso
- 3 Aceita o rotulo e desiste ou confronto disciplinar
- 4 Indisciplina → Transgressão → Prisão
- 5 Exclusão social

Drogas?



Disléxicos entram no sistema escolar e logo percebem que são diferentes ...repercussões na auto estima "são inteligentes mas sentem estúpidos"

Consequencias:

- Conflito disciplinar → Desistência escolar
- Índices de depressão e suicídio mais altos
- Chances de conclusão do II grau ou cursos técnicos/superiores mais baixos



Custo dos disturbios da Aprendizagem

- Escola
 - Repetência
 - Aulas especiais
- Atendimento Médico
- Medicação
- Comportamento Antisocial
- Prejuízos materiais
- Policia e prisão
- Carreira profissional
 - Ma formação
 - Perda renda pelo atraso na formação e qualidade

- Conceito
- Auto estima
- Agressividade
- Esportes
- Relacionamento com professores e colegas
- Conflitos
- Pressão

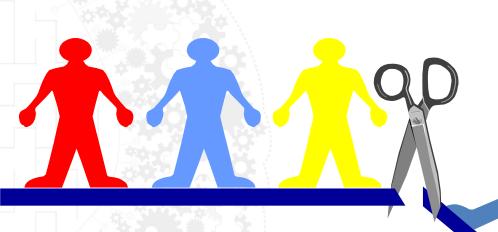


Projeto Educando o Educador

- 1060 profissionais capacitados/ 19estados
- Hospital de Olhos de Minas Gerais
- Fundação Hospital de Olhos
 - Projeto VimTeVer
- SINEP Sindicato das Escolas Particulares de MG
 - Associação Brasileira de Psico Pedagogia
 - UFMG: Laboratório LAPAN







Voce pode ser a diferença



Atuacao em larga escala e baixo custo





Evolução muito comum

- 1 Dificuldade de aprender
- 2 Rótulo de incapaz e preguiçoso
- 3 Aceita o rotulo e desiste ou confronto disciplinar
- 4 Indisciplina → Transgressão → Prisão
- 5 Exclusão social

Drogas?



Disléxicos entram no sistema escolar e logo percebem que são diferentes ...repercussões na auto estima "são inteligentes mas sentem estúpidos"

Consequencias:

- Conflito disciplinar → Desistência escolar
- Índices de depressão e suicídio mais altos
- Chances de conclusão do II grau ou cursos técnicos/superiores mais baixos



Custo dos disturbios da Aprendizagem

- Escola
 - Repetência
 - Aulas especiais
- Atendimento Médico
- Medicação
- Comportamento Antisocial
- Prejuízos materiais
- Policia e prisão
- Carreira profissional
 - Ma formação
 - Perda renda pelo atraso na formação e qualidade

- Conceito
- Auto estima
- Agressividade
- Esportes
- Relacionamento com professores e colegas
- Conflitos
- Pressão

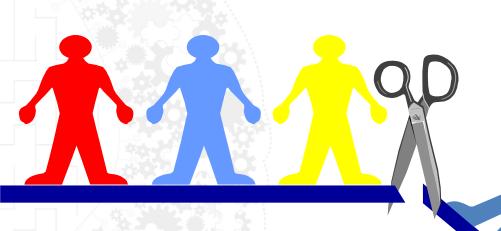


Projeto Educando o Educador

- 1060 profissionais capacitados/ 19estados
- Hospital de Olhos de Minas Gerais
- Fundação Hospital de Olhos
 - Projeto VimTeVer
- SINEP Sindicato das Escolas Particulares de MG
 - Associação Brasileira de Psico Pedagogia
 - UFMG: Laboratório LAPAN







Voce pode ser a diferença



Atuacao em larga escala e baixo custo



