

Dyslexia and Additional Academic Language Learning

# Module 3

# DYSLEXIA ACROSS EUROPE

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Original version. Versions of this module adapted to the local contexts of partner countries can be downloaded from the relative sections (see appropriate flag symbols)

This project has been funded with support from the European Commission. This publication reflects the views of the author only, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Learning Programme

# Dyslang Module 3 Dyslexia across Europe

Claudia Cappa, Sara Giulivi, 2012. Cover illustration Euroface Consulting 2012.

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- Acquiring knowledge regarding differences relating to dyslexia across Europe, in terms of diagnosis, legislation and support measure for multilingual individuals with dyslexia
- Acquiring knowledge about what to observe/how to collect information in order to understand whether students' difficulties may be related to dyslexia (or other SLD), or to their multilingual background



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## QUESTIONNAIRE – PART B



# **INTRODUCTION**

A lot of diversity is present across Europe with regard to issues related to dyslexia. Different countries adopt different definitions, have different norms concerning diagnosis and different regulations regarding support measures for dyslexic pupils and students. The picture is complicated by the increasing presence of immigrant plurilingual individuals, who are often not granted adequate support.



# 3.1 Dyslexia in the partner countries

In this module we are going to highlight the main differences regarding dyslexia in the partner countries of the Dyslang project, and also highlight some the issues that teacher should be aware of with regard to dyslexia in plurilingual individuals.

This information may offer teachers the opportunity to broaden their view on different dyslexia related matters, some of which may be very sensitive for the implications they may have on the support of dyslexic people.

### 3.1.1 Dyslexia in Bulgaria – by Daniela Boneva

In Bulgaria, the first articles where the term "dyslexia" could be found date back to the 1980s. The first definition in Bulgarian was given by Prof. Matanova in 2001 and is the following:

Dyslexia is a general category of specific learning disorders, which refers to the ability in seven specific areas of functioning: impressive speech, expressive language, basic reading skills, comprehension of reading, basic writing skills, understanding of the writing, basic math skills, and mathematical thinking (Matanova, 2001).

Other definitions that are often adopted in Bulgaria are the following:

Dyslexia is a processing difference experienced by people of all ages, often characterised by difficulties in literacy, it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects. There may be visual and phonological difficulties and there is usually some discrepancy in performances in different areas of learning. It is important that the individual differences and learning styles are acknowledged since these will affect outcomes of learning and assessment. It is also important to consider the learning and work context as the nature of the difficulties associated with dyslexia may well be more pronounced in some learning situations (Reid, 2008).



by Claudia Cappa, Sara Giulivi, November, 2012

Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities (British Dyslexia Association, 1997).

**The first dyslexia association**, the "Dyslexia Association – Bulgaria" (DABg) was founded in Ruse, in September 2005.

As far as diagnosis is concerned, in theory a general screening of all children is made by a speech therapist at the beginning of the school year in primary education courses. Within this process, the assessing therapist also collects data of reading/writing/math related problems from class teachers. Assessment can be made in specialised medical centres by children's psychiatrists, clinic psychologists, in collaboration with speech therapists and neurologists when necessary.

Assessment can also be initiated by parents as a result of the screening or individually in a state speech therapists' centre, where children are assessed by speech therapists, psychologists and neurologists. The assessment consists of a neuro-psychology and cognitive appraisal of written and speech presentation. Standardized diagnostic procedures and questionnaires are used to evaluate coordination, short term and working memory, text understanding, etc.

There is no standardised test for dyslexia. Different tests are used by different specialists. A far as cognitive tests are concerned, different IQ tests are used, like Wechsler, Raven, etc. All specialists use different tests to check the visual and auditory memory, working memory, attention, etc. In terms of specific reading, writing ad calculation abilities, no specific tests are used. It is left to the specialists' judgement to decide the extent to which an individual's reading, writing and math skills match his/her age.

Finally, there is no differentiation in diagnosis for different groups of people, nor are there any specialised centres for diagnosis of dyslexia in immigrants or bilingual/multilingual individuals.

There are a very small number of immigrants in Bulgaria, and although bilingual individuals in the country number over 15% of the population they have never been considered as a separate group when it comes to assessing their specific learning difficulties/needs. In general, the education system in Bulgaria tends to be inclusive.

All children attend mainstream school, so dyslexic students (diagnosed or not) are included in mainstream classes. There are very few "special" schools left in the country and those are for children with severe mental retardation, visual and hearing impairments.

There is **no overall governmental policy** concerning dyslexia, nor obligatory legal acts which are binding. While certain documents have been produced and distributed, the practice is still new and, in the absence of a monitoring procedure, implementation is left to individual initiative of employers, school principals and University administration. The main dyslexia related regulation is the Ordinance 1 for education of children and students with special educational needs. That said, the word "dyslexia" itself cannot be found in any Bulgarian legislative document.

Since there is no official document that sets out the rights of dyslexic people in Bulgaria, students with dyslexia **cannot benefit from any specific compensatory or dispensatory measures**. However, after the end of the DYSLEXIA VETO project (Leonardo, Transfer of innovations, 2009-2011), three vocational schools in the city of Ruse were awarded the quality mark of being "Dyslexia Friendly". In these three schools, following a decision from the Pedagogical Council, dyslexic students obtained certain rights, such as extra time for tests and exams; individual consultations with all teachers; extra help and consultations for coursework.

Support providers for children and adults with dyslexia in Bulgaria as well as for teachers dealing with dyslexic children are currently limited to NGOs, private specialists and academic groups in Universities. While there were several attempts for regulation (i.e. in privately provided services to children with dyslexia), the current situation can be described as quite chaotic.

### **3.1.2 Dyslexia in the Czech Republic – by Katerina** Nevralova

The first Dyslexia Association was established in the Czech Republic in 1999. It is the largest organisation in the country.

There is also "Civic Association" as a generic term to refer to voluntary non-profit organization for professionals who deal with dyslexia, other specific learning disabilities and associated difficulties in behaviour. The spirit of the association is one that fosters participation between people with dyslexia, parents of children with dyslexia and any other person who is willing to get involved in the various activities. The main goal of the organisation is to provide advisory assistance to individuals with dyslexia, such as dyslexic children and adolescents and their families. The organisation also promotes support initiatives in collaboration with professionals of other related fields.



by Claudia Cappa, Sara Giulivi, November, 2012

In particular:

- it organises seminars, lectures and conferences aimed at deepening theoretical knowledge about dyslexia
- carries out educational activities, encourages and supports scientific work in the field of dyslexia
- publishes the new research findings, disseminates information to parents, professionals and the general public while fostering debate about the documents currently relating to children and adolescents with dyslexia
- works on the creation of a database of information on specific learning disabilities in the Czech Republic.

The organisational core of the new company consists of twenty psychopedagogical professionals, teachers of primary, secondary and higher education institutions and other persons dealing with specific learning disabilities and behaviour disorders.

The definition of dyslexia most widely adopted in Czech Republic is the following:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. The difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Shaywitz S., 2003, p.132).

In the Czech Republic, diagnosis can be carried out by psychologists and special teachers/educators who are members of a psycho-pedagogical centre or special pedagogical centre. The diagnosis cannot be determined by a parent, teacher, or even by a paediatrician.

The teacher can only carry out some sort of educational assessment. In children whose development deviates significantly from that of other children warranting further investigation to determine if there exists a problem requiring treatment. When a specific learning disability is suspected, the teacher will try to investigate the following areas:

- Reading: The level of reading speed, errors made, level of understanding, general reading behaviour
- Writing handwriting: fine-motor difficulty (how the child holds the pen or pencil), inability to revisualize letters and inability to remember the motor patterns of letter forms
- Writing Spelling: most common mistakes.
- Counting: This is a difficulty in understanding simple number concepts and learning number facts and procedures, aligning numbers into proper columns, written calculation algorithms, retrieving numerical facts (e.g. multiplication tables).
- Focus: ability to keep the focus well vs. fluctuations in the concentration (when).
- Auditory perception: ability to divides words into syllables, ability to recognize the first sounds of a word, word retrieval (verbal confidence and fluency), comprehend words in a song, recognize when a sound changes, etc.
- Visual perception: possible difficulties in discrimination of figures, ability to distinguish an object from irrelevant background information, ability of the child to be aware of the distinctive features of forms including shape, orientation, size, and colour
- Speech: richness of vocabulary, difficulty finding suitable expressions, specific speech disorders
- Ability to reproduce rhythm
- Abilities relating to space and orientation
- Ability to recognize right and left
- Child's ability/attitude when working in a team
- Family environment, general level and type of education, child care, values regarding the education and care of their children.

Diagnosis is carried out mostly in the same way for all age groups. However, it is true that the psycho-pedagogical centres work mainly with children, whereas work with adults is rare. However, the Czech Dyslexia Association is carrying out a project called "Adults with dyslexia", that aims at informing adult people and helping them with issues related to diagnosis.



There are not many centres for immigrants with dyslexia. One of them is the Elementary school for children with specific learning disabilities in Karlovy Vary special – pedagogical centre. One of the activities carried out in the school focuses on the support of immigrant children. Further information can be found at the following link: <u>http://www.zsdys.cz/spc-logopedie</u>.

As far as legislation is concerned, in the Czech Republic there is no fully developed legislation concerning dyslexia about dyslexia. There are some regulations but they are not consistently applied through all school grades. Children and adolescents with dyslexia are treated in accordance with Czech School Law and Public Notice, but no regulations are available for students with learning disabilities in higher education. The support for these students is left to teachers' competence and willingness to help. When a student is diagnosed with dyslexia, the child is given special care, according to an individual working curriculum, the school system allows him to

according to an individual working curriculum, the school system allows him to work in accordance with legal norms. Detailed Guidelines for the integration of text (no / 710/2001-24 13) and Methodological instruction for pupils with SLD (No. 13 711/2001-24) can be found on the website of the Ministry of Education (www.msmt.cz).

The term 'Special Education' was introduced in the Czech Republic in the nineteen sixties, however, it wasn't until relatively recently that the idea, 'all children had a right to education', first espoused in child development movements in the 1920's and 1930's, became part of educational and social policy. With that move towards the education of all children educational-psychological consulting systems have flourished.

However nowadays children with dyslexia are generally included in the regular education system, even though some special classes for dyslexic learners can still be found.



### 3.1.3 Dyslexia in England – by Jill Fernando

Dr Pringle Morgan published the first article on dyslexia in the British Medical Journal in 1896. At that time, dyslexia was referred to as 'congenital word blindness'.

The Word Blind Centre was set up in Coram Fields, London in 1965. This was the first dyslexia association to appear in the country. The Helen Arkell Dyslexia Centre was established in 1971 in South West London and this was followed by The Dyslexia Institute and the British Dyslexia Association in 1972.

There are a number of different **definitions** and descriptions of dyslexia, which may be variously appropriate for certain contexts or purposes. In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia, which was adopted by the BDA Management Board, but with the addition of the further paragraph shown below, which should always appear with it: The description of dyslexia adopted in the report is as follows:

- 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.'

In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.



by Claudia Cappa, Sara Giulivi, November, 2012

Unlike other disabilities, dyslexia is not funded by the National Health Service (except in exceptional cases where undiagnosed dyslexia may be contributing to serious mental health issues). Assessments can be carried out by educational psychologists or by qualified teachers with post-graduate training in dyslexia and a practising certificate.

Assessment is differentiated for different groups as follows:

- Children: When additional support has been put in place for a child but it is insufficient to meet their needs, the school or the parents may request the local (education) authority for a statutory assessment. If the LEA/LA decides that a statutory assessment is not necessary, they are obliged to write a letter explaining the reasons and stipulating the provision they believe would meet the child's needs. The parents may appeal to the Special Educational Needs (SEN) Tribunal against such a decision. Some parents decide to pay for their child to be assessed independently.
- Students in Further Education and Higher Education: Students in Further Education may be able to obtain an assessment from the Learning Support Department. This is free of charge but there may be a long waiting list. In Higher Education, some universities may offer funding towards assessments but this would be once the student has already started the course and would mean that receipt of the Disabled Student's Allowance would be delayed. Students who have been offered a place at university should ensure that they have a post-16 assessment report conducted by an educational psychologist or a specialist dyslexia teacher with a practising certificate for assessing students at Higher Education. Assessors are required to renew their practising certificate every 3 years. Reports must include recommendations for accommodations in tests and exams.

There are fairly strict guidelines on the format and choice of tests to be used for assessing for the Disabled Student's Allowance (DSA) for Higher Education. For more information, refer to the Working Group Guidelines which provides a list of tests which are considered suitable and has guidelines about assessing students who have English as an additional language (www.sasc.org.uk/SASCDocuments/SpLD\_Working\_Group\_2005-DfES\_Guidelines.pdf).

There is more flexibility for specialist teachers carrying out assessments in Further Education colleges.

Jobseekers: jobseekers who feel they may have dyslexic difficulties should arrange an appointment with the Disability Employment Adviser at their local Job Centre but they are unlikely to receive a formal dyslexia assessment.



 <u>Employees</u>: Employees who believe that performance issues or work stress may be due to undiagnosed dyslexia can speak to their manager or Human Resources/Occupational Health. Employers are bound by the Equality Act to ensure that their employees with disabilities are not treated unfavourably and that they receive reasonable adjustments or support. Employers and the public sector will often fund a diagnostic assessment for dyslexia. Employees can request a workplace needs assessment in order to decide upon the most appropriate adjustments, training and support.

In terms of the reports themselves, primary school reports are likely to have more details on testing of phonological awareness as teaching interventions will need to be planned. There is a lack of suitable tests for older adults so assessors may use tests which have not been standardised for the age of the person they are assessing. In this case, scores are not reported but the results are used qualitatively.

As far as assessment instruments are concerned, an assessment of a child generally lasts 2-3 hours and comprises various tests which will provide a full picture of the strengths and weaknesses of the child. These will normally include ability tests (verbal and non verbal reasoning), tests on phonological awareness, memory and processing speed as well as tests on reading, spelling, writing speed, comprehension and maths. The assessor should be able to explain their key findings at the end of the assessment and will also write a full report detailing all the results and outcomes. Assessments of adults take a similar length of time except for the DSA assessment, which is likely to take significantly longer.

Some examples of testing materials are the following:

- WRAT4 Single Word Reading, Single Word Spelling and Sentence Comprehension (Wide Range Achievement Test 4(2006), Wide Range Inc.) (used with children and adults)
- The Nonword Decoding Test, Turner (2003) (used with children and adults)
- The British Picture Vocabulary Scale (BPVSIII) (2009) GL Assessment Ltd) (test of receptive vocabulary) (used with children)
- York Assessment of Reading for Comprehension (YARC) (2009) GL Assessment (used with children)
- Comprehesive Test of Phonological Processing (CTOPP) ((1999) PRO-ED Inc.) (used with children and adults but the ceiling is 24-11 so it has to be used qualitatively for older adults).
- Wide Range Intelligence Test (WRIT) ((2000) Psychological Assessment Resources, Inc.) (tests of verbal and non-verbal reasoning) (used with children and adults).

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There are no specialised centres for assessment of dyslexia in immigrants/ multilingual individuals, although a company called ELT Well has developed a battery of tests called "Cognitive Assessments for Multilingual Learners" and carries out tests in schools and colleges throughout the UK.

As far as the education system is concerned, legislation in the UK prohibits discrimination in education and supports inclusive education. The UK is also duty bound under international human rights law to provide inclusive education for all children. Most dyslexic pupils attend mainstream schools although some children attend schools (mostly private) which specialise in dyslexia. As teachers receive little initial training in dyslexia (and other specific learning difficulties), they are often unaware of effective ways to teach dyslexic children. In mainstream schools, some diagnosed pupils receive support from a dyslexia specialist whose services are 'bought in'. There are many other pupils who may be dyslexic but who have not been formally diagnosed. Many of these will take part in literacy interventions and will be withdrawn from class to receive some small group support, often provided by teaching assistants.

As far as legislation is concerned, dyslexia was first recognised in the 1970 Chronically Sick and Disabled Persons Act. It was defined as a Special Educational Need in the 1993 Education Act. The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in various areas including education. There is also the SEN Code of Practice (2002) which stipulates that schools must provide appropriate support so that all children receive an inclusive education. This is available for parents in summary form ('Special Educational Needs – A Guide for Parents and Carers') and provides information about the help that a child with special educational needs is entitled to and how it can be accessed.

Dyslexic pupils can receive access arrangements for exams. These vary from pupil to pupil but may include one or more of: extra time, a reader, an amanuensis (where the pupil dictates to a scribe), a transcript (where the pupil's work is photocopied and illegible words are corrected), questions on tape, use of software, use of a computer, coloured overlays. Some of these adjustments must be applied for at the start of the course whereas others can be decided by staff (who must have supporting evidence available). There are specific criteria for each adjustment. For example, a pupil will only be allowed to use a word processor if this is their normal means of producing work.

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### 3.1.4 Dyslexia in Italy – by Claudia Cappa

The word dyslexia was first introduced in the 1960s; before then, no scientific work on dyslexia had appeared in Italian scientific journals. In 1981 the book "Mio figlio non sa leggere" by U. Pirro was published, and at the beginning of the 1990s, the works by C. Cornoldi (I disturbi dell'apprendimento, 1991) and G. Sabbadini (Manuale di Neuropsicologia dell'età evolutiva, 1995) appeared.

The first Italian Dyslexia association, the "Associazione Italiana Dislessia" (AID), was founded in 1997, followed by many other associations that were mostly founded between 2000 and 2010.

The officially and most widely adopted definition of Specific Learning Disability and Dyslexia comes from the Consensus Conference that was held in Rome in June 2011. In this Consensus Conference it was established that Specific Learning difficulties include:

- Dyslexia: Specific Learning Disorder related to decoding of written text.
- **Dysortography**: writing disorder related to the ability of phonographic encoding and to orthography/spelling
- **Dysgraphia**: disorder related to the fine motor skills of handwriting
- **Dyscalculia**: disorder related to arithmetical skills, that is to the ability to understand and manipulate numbers.

For the above definitions, reference is made to the International Classification of Diseases, ICD-10, of the World Health Organization.

Currently, in Italy there is a specific legislation concerning dyslexia. The first regulation actually came out in 2004 and was following by a series of other laws implemented by the Ministry of Public Education in Italy. The most recent and complete regulations concerning dyslexia are contained in the "New rules on specific learning disability at school" (Law n.170/2010 - http://hubmiur. pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/34ca798c-2cac-4a6f-b360-13443c2ad456/legge170\_10.pdf). The law is made up of the following articles:

ART\_1. Acknowledgment and definition of dyslexia, dysgraphia, dysortographia and dyscalculia
ART\_2. Purpose
ART\_3. Diagnosis
ART\_4. Teacher training
ART\_5. Measures of teaching and learning support



#### ART\_6. Provisions for the family ART\_7. Implementation (DPR N. 5669 12 July 2011)

In particular, as far as diagnosis is concerned, Art. 3 of the law states that:

 The diagnosis is made from the National Health Service and is communicated by the family to the school. In regions where diagnosis by the NHS is not possible, diagnosis can be made by specialists or accredited facilities. 2. For students who, despite adequate targeted recovery planning activities targeted have persistent difficulties, the school sends appropriate notification to the family. 3 It is the task of all educational levels, including kindergarten, to activate, after appropriate notice to families, relevant, timely intervention, appropriate to identify suspected cases of SLD students. The outcome of these activities is not, however, a diagnosis of SLD.

With regard to compensatory and dispensatory measures, Art. 5 of the law states that:

(Measures of teaching and educational support)

- 1. Students diagnosed with learning difficulties have the right to the use of special dispensatory measures and flexibility of compensatory education during cycles of education, training and university studies.
- 2. Students with SLD are guaranteed: a) the use of an individualised and personalised education plan, with effective and flexible school work, taking into account also characteristics of the subjects, such as bilingualism, adopting a methodology and an appropriate educational strategy; b) the introduction of compensatory measures, including means of alternative learning and information technologies, as well as being exempted from certain performance measures not essential to the quality of the concepts to learn; c) for the teaching of foreign languages, the use of compensatory measures that encourage verbal communication and to ensure a gradual pace of learning, also providing, where it proves useful, the possibility of exemption.
- 3. The measures referred to in paragraph 2 shall be to regularly monitored to evaluate their effectiveness and the achievement objectives. 4. Students with learning difficulties are guaranteed, during the course of education and training, school and university education, adequate forms of monitoring and evaluation, also with regard to state examinations and admission to university examinations as well as at `"university".

The law makes explicit reference to bilingual individuals. There are still no centres specialised in the diagnosis of dyslexia in immigrants or plurilingual individuals, but awareness regarding issues related to multilingualism has been increasing during the last few years in the country.

Diagnosis is differentiated for different age groups, for which different tests are available.



Also, regulations require that in order to get a diagnosis of dyslexia, the following recent documentation must be provided:

- assessment of cognitive abilities certifying that the individual's IQ is not below average (for example through WISC-III/IV; Leiter International Performance Scale – Revised (Leiter-R); Coloured Progressive Matrices (CPM)).
- certification, obtained through standardised and validated tests, excluding the presence of neurological, cognitive or sensorial pathologies, as well as other psychopathological disorders.
- Assessment of the following parameters:

   o For dyslexia: reading speed (for words, non-words, text),
   accuracy of reading (for words, non-words, text)...
   o For dysortography: accuracy in orthography (for words, non
  - words, homophone words words that have the same sound shape and text).
  - o For dysgraphia: fluency of writing, quality of handwriting, pen hand grip and posture of the individual while seated.
  - o For dyscalculia: speed and correctness of the components of numeric cognition, executive procedures, and calculation abilities

There are several tests to measure the above parameters. In order for the assessment to be used to obtain a diagnosis, all the tests used must be standardised and validated by the scientific community.

The **education system** in Italy is **inclusive**, since all children, with any type of disability attend school in regular classes. Students with a physical disability are provided with the support of Special Educational Needs teachers. Students with Specific Learning Disabilities can benefit from appropriate compensatory and dispensatory measures, but not from the support of Special Educational Needs teachers.

### 3.1.5 Dyslexia in Switzerland<sup>1</sup> - by Sara Giulivi and Gè Stoks

The first Swiss dyslexia association, the Verband Dyslexie Schweiz, (http://www.lesenlireleggere.ch/it/verband\_dyslexie\_schweiz.cfm), was founded in October 1994, but there are several other associations of parents and speech therapists that can provide information and support for dyslexic individuals. In the Italian speaking part of Switzerland you can find for example the Associazione dislessia Ticino (http://www.dislessia-ticino.ch/) and the

<sup>1</sup> The information provided in this paragraph mostly refers to the Italian speaking part of Switzerland and to the Canton Ticino in particular.

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Associazione logopedisti Svizzera italiana - http://www.alosionline.org/1

The Italian speaking part of Switzerland draws on the expertise of Italy under a number of aspects relating to dyslexia and other Specific Learning Disabilities. For definitions, for example, reference is generally made to the official Italian documents<sup>2</sup> (see par. 3.1.4).

There is currently no real legislation concerning specific learning difficulties nor are there any thorough regulations or protocols for diagnosis. At the moment, the support of students with dyslexia mostly relies on the collaboration between schools, families and the speech therapy service. The latter is generally considered as something more related to the educational and pedagogical field, rather than clinical and related to healthcare, as happens in Italy. The diagnostic tests most commonly used are those generally adopted in this country (see par. 1.4.4 for reference).

The Cantonal institutions of Canton Ticino are currently working on a document that will officially regulate all issues related to specific learning disabilities and that will be ready in the near future. To date, a temporary document is available that was released in December 2011 with regard to dispensatory and compensatory measures for students with dyslexia, disortography and dyscalculia. The document was produced by the Office for Special Education and states that, according to international diagnostic parameters, students who present with dyslexia and/or disortography and/ or dyscalculia, can benefit from a number of dispensatory and compensatory measures. Among the former, the document mentions: reduced versions of tests (with differentiated evaluation), longer time allowed during testing, substitution of written tests with oral tests, exemption from studying foreign languages. Students can also be allowed to take short breaks during class activities, photocopy their classmates' notes instead of taking note themselves, do oral instead of written homework. Among compensatory measures, mention is made of possible use of text to speech synthesis, a word processor with spell check, an electronic dictionary and other tools. 2003, p.132)

In October 2012 the Department of Education, Culture and Sport (DECS), in collaboration with the Divisione della Scuola and with the Divisione della formazione professionale of Canton Ticino, and following indication from the Office of Special Education (Ufficio della pedagogia speciale), released

There are other associations throughout Switzerland, for example the Association Dyslexie Suisse Romande. See for reference: http://www.adsr.ch/)

<sup>&</sup>lt;sup>2</sup> In the German speaking part of Switzerland the word dyslexia is not very common. The word "Legasthenie" is most often used in this context, as happens in Germany. Professionals in the German speaking part of Switzerland also use "Lese-Rechschreibstörung" or "Lese-Rechtschreibschwäche" (LRS). A new word used within applied universities is "Schriftspracherwerbssörung". "Lernstörungen" is the word sometimes used for both Dyslexia and Dyscalculia.

another document that includes specific regulations concerning the use of digital pens and mentions the possibility of financial contribution for the purchase of support material also for SLD students attending professional schools. This was not present in the 2011 document.

Specific training for teachers regarding support of students with dyslexia is not available at the moment. Teachers mostly gather information by themselves, through discussions with colleagues, or by consulting the Servizio di Sostegno Pedagogico (SSP - Pedagogical support service), which is available both for elementary and secondary schools (as well as for nursery schools).

### 3.1.6 Dyslexia in Turkey – by Claire Ozel

The Turkish Ministry of Education (MEB) mainly uses the term "Specific Learning Difficulties" rather than "dyslexia".

The most widely adopted definition of "specific learning difficulties" in Turkey is currently the following:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(English translation from The Individuals with Disabilities Education Act (IDEA), 2004)

Even though MEB has recognised dyslexia since 1997, the establishment of norms and use of IEPs only began in the last few years. Teachers are getting more support through school counsellors and state run Rehabilitation Centres (RAM). However, classroom teachers still get limited support and it is difficult to organise differentiated teaching in their classrooms. Since 2009, support systems for teachers have been better and more intensively organised to address their needs.

There are a few associations related to dyslexia. The most well know association was actually founded by the parents of students with ADHD. For this reason the focus of this association is mainly on ADHD, not dyslexia, which receives very limited attention.

None of the associations currently present in Turkey are powerful enough to make an impact in the society with regard to issues concerning dyslexia and the training of teachers with respect to this specific learning difficulty.

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Diagnosis is carried out by state hospitals or the university hospitals. No other hospitals are allowed to carry it out. When a classroom teacher feels that a child needs to be assessed for dyslexia, the school will contact for the child one of the rehabilitation centres run by the government. These centres use tests like WISC-R or Stanford-Binet, both adapted for Turkish. Depending on the results of the tests, the child may or may not be admitted to the child psychiatry clinics within the university or state hospitals. In those clinics, psychologists administer some IQ and neurological tests. Based on the additional results of these tests, the Child Psychiatrist will formulate the final diagnosis for the child.

The instruments normally used for diagnosis are the following:

- For IQ, attention system, memory system: WISC-R and Stanford-Binet
- For reading, writing and calculation abilities: tests have been developed recently in Turkish to assess word reading, phonological processing skills, and processing speed (Babür, F. N., Haznedar, B., Erdat-Çekerek, E., Erçetin, G., & Özerman, D., 2009). Reliability and validity studies for these specific tests have been completed, though they have not yet been shared with other professionals. Certain neurological tests are also used at university and state hospitals. The MEB is now in the process of developing school achievement tests and cognitive abilities tests that can be used to help discriminate dyslexia from difficulties with a different origin.

There is no diagnosis differentiation for different groups. Currently the instruments used to make a diagnosis are not comprehensive enough to allow for this. In addition there aren't enough tools to assess cognitive abilities and school achievement.

There are no specialised centres for diagnosis of dyslexia in immigrants/ multilingual individuals. State hospitals have no adaptation of tests for dyslexia, although some private counselling centres may have such adapted assessment tools. Information about this is not easy to access.

The Turkish education system has separate schools or classes for children with cognitive impairment disability, vision or hearing impairments, but there is no separate provision for children with specific learning difficulties. Inclusive classrooms are becoming more common in regular schools. The rule is to have only one or two students with disabilities per classroom. Children with mild levels of disability are included in such classes; those with moderate or severe forms of disabilities are not yet accepted as the teaching support is not yet adequate. A teacher can request more support from school counsellors or RAM state Rehabilitations centres. Students can also be sent to state and private rehabilitation centres to get additional support if the school cannot

effectively help them.

Even though some teachers are well trained in developing and using Individual Education Plans (IEPs) in their classrooms, many teachers still have difficulties in understanding and applying them. In the last 3-4 years, classroom teachers have received more in-service training. Courses are made up of 30-hour of training, usually to be completed in a week. Teachers who request more training on a particular subject can attend as many training sessions or educational seminars as they want. The MEB provides educational training which is provided by counsellors of the RAM centres, university lecturers and certain well recognised professionals specialists in the field.

As far as legislation is concerned, the first written regulation for people with disabilities appeared in 1997. In 2005 a comprehensive Disability Act was approved (Disability Act, Ozurluler Kanunu, no. 5378, 2005) to protect the rights of people with disabilities. However, the term "dyslexia" was not specifically mentioned in this law. It aims to ensure equal opportunities for people with disabilities and protects their civil rights in all aspects of employment, education, daily life, transportation, public accommodations, etc.

Even though the term "dyslexia" is not mentioned explicitly in any piece of legislation, there are regulations (kararname) that specify that students with dyslexia have the right to special measures in class. In general, during exams, students with dyslexia are allowed to have some extra time (for instance, in the SBS exam, a student with evidence of dyslexia can have 30 extra minutes) and can use dictionaries to check the spelling mistakes, for which they are not usually penalised. Also, they can be allowed to take oral examinations instead of written exams.

They can use the computer for written assignments and can be exempted from reading aloud in class.

Schools are supposed to provide an appropriate education for students with dyslexia. Teachers have to design IEPs based on the needs of the child and apply it in their classrooms. Each month the classroom teacher and a specialist from the State Rehabilitation Centres have to write a report on the progress of the child. If the child is needs some extra help, then the state allows the family to get help from private counselling centres. The state pays 500 TL each month for a total of 12 sessions to support the child's education.

However, while educational adjustments are implemented especially in middle school, this is not done consistently across all phases of education. In higher education, the situation varies significantly, some universities offering standardised measures, some others not even recognising dyslexia.



### 3.1.7 Dyslexia in Wales – by Debra McCarney

Wales is a small country with a total population of just over 3 million people. As one of the four countries that make up the United Kingdom (the others being England, Scotland and Northern Ireland), Wales looks to the Westminster Parliament in London for some of its legislature, but it also has a devolved government of its own situated in Cardiff, the capital city. One of the areas for which the Welsh Government takes responsibility is education. There are 22 local authorities (LAs) across Wales that administer the education provision in their region. The responsibilities of the LAs towards children with Special Educational Needs (SEN) are set out in the SEN Code of Practice which came into effect in April 2002. Part of their remit is to ensure that procedures are in place to identify and give appropriate support to children with literacy difficulties, including those that may have dyslexia. However, each LA has the flexibility to decide how those procedures should be implemented in their particular geographical area.

Nineteen of these local authorities have chosen to adopt the definition of dyslexia proposed by the British Psychological Society in 1999:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged process of assessment through teaching"

Three local authorities use the British Dyslexia Association (2004) definition:

"Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling, writing. Accompanying weaknesses may be identified in areas of processing, short-term memory, sequencing and organisation, auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation".

A survey of provision for dyslexia across Wales was undertaken in 2010<sup>4</sup> with each of the 22 LAs supplying information on procedures under their jurisdiction. The survey revealed wide variation across the country, both in terms of how children with possible dyslexia were identified and the type and amount of subsequent support they were given. The situation was

<sup>4</sup> Welsh Government (2012) Current literacy and dyslexia provision in Wales - A report on the benchmarking study. Cardiff http://wales.gov.uk/docs/dcells/publications/120820literacydyslexiaen.pdf



complicated by the fact that some LAs are in areas where English is the main language spoken in the majority of the homes, others are in predominantly Welsh-speaking areas, and a few (in the larger urban areas) have substantial numbers of children coming from homes where the main language is neither English nor Welsh. (The information that follows relates mainly to primary schools, with secondary schools responsible for setting their own policies and employing their own dyslexia specialist as required.) One common trend across all the LAs is a tendency to avoid the use of the word 'dyslexia' when a child has problems with literacy. The preference is to use 'specific literacy difficulties' or 'dyslexic tendencies', with the justification that they seek to provide support for all children with literacy difficulties whether or not these are caused by dyslexia.

In the past it has been common for an LA to hold a central team of specialist teachers that can be called upon by a school to assess a child and subsequently provide a period of one-to-one support out of the classroom. While a number of LAs still follow this model, the majority were following a policy of moving away from this towards the 'empowerment' of the classroom teacher; in other words, giving teachers the tools to recognise literacy difficulties and adequately support the child in the classroom environment without need for external specialist intervention. The role of the central team in these LAs is one of advising and training teachers, rather than one of 'hands on' support of individual children.

In many of the LAs, programmes of intensive support are provided for specified periods - either for a set number of weeks or until the child attains a specified goal. These criteria vary between LAs, with language issues playing a complicating role. In areas where Welsh is widely used in the community, the child may receive additional support in both English and Welsh, the language supported may be dependent on the language of the school, or it may be the preference of the parents. LAs with high proportions of pupils coming from homes where neither Welsh nor English is spoken often enlist the help of multi-ethnic support services, who provide interpreters and, in some cases, bilingual classroom assistants who can help the child access the curriculum. Where the child is not making the expected progress and there is a concern that it may not be just unfamiliarity with the language of the classroom causing difficulties, the multi-ethnic service may attempt to assess the child for dyslexia but there is a lack of suitable assessment material to do this for a multi-lingual child. (This lack of language appropriate material was also highlighted in the case of Welsh medium schools.)

Whether the additional support is based in the classroom or provided by an external specialist, if an individual child still fails to improve with regards to literacy, each LA has in place a set procedure by which the school (or, in some cases, the parents) can request a statutory assessment of their child's strengths and weaknesses.



The procedures vary between LAs, but generally involve standardised assessments performed by an Educational Psychologist as well as an examination of the child's work over an extended period and evidence of what additional support has already been put in place. The outcome of this procedure may be alternate suggestions for classroom or one-to-one specialist support, or, if the case meets certain criteria set by the specific LA, the child may receive a Statement of Special Educational Need where the needs of the child and the specific support that they are entitled to are stipulated. This statement is legally binding on the LA and the means must be found to comply. In some cases this can result in the child being required to attend a different school or a special support centre, but in many LAs the support is provided by a specialist teacher going into the child's school on a regular basis. If the parents of the child disagree with the decision made by the LA, they have the right to appeal to the SEN Tribunal in Wales where the case will be reconsidered.

## 3.1.8 Summary

The following tables summarise the main differences that have emerged with regard to the most relevant dyslexia related issues in the partner countries of the project.

#### Table 1

| COUNTRY        | THE TERM DYSLEXIA INCLUDES:   |
|----------------|---|
| Bulgaria       | A variety of learning difficulties including reading, writing, spelling and maths difficulties.   |
| Czech republic | Reading difficulties.   |
| England        | Reading and spelling dufficulties   |
| Italy          | Reading (only decoding) disorder.   |
| Switzerla      | Reading (only decoding) disorder.   |
| Turkey         | Mostly reading difficulties, but may include dysgraphia as well.  |
| Wales          | There is a move away from diagnosing dyslexia<br>in many local authorities preferring to support<br>children with literacy difficulties whether or not<br>they are caused by dyslexia, but if a diagnosis is<br>called for this is usually given by an Educational<br>Psychologist. |



by Claudia Cappa, Sara Giulivi, November, 2012



| Tabl | e | 2 |  |
|------|---|---|--|
|------|---|---|--|

| COUNTRY        | WHO CARRIES OUT DIAGNOSIS OF<br>DYSLEXIA  |
|----------------|---|
| Bulgaria       | Psychologists, speech therapists, child neurologists and other kinds of specialists.  |
| Czech republic | Psychologists and special teachers/educators<br>who are members of a psycho-pedagogical<br>centre or special pedagogical centre. No<br>teachers or paediatricians are allowed to carry<br>out the diagnosis.  |
| England        | Educational psychologists or qualified teachers with postgraduate training in dyslexia and a practising certificate.  |
| Italy          | Neuropsychiatrists with speech therapist,<br>psychologist, motor psycho-therapist - National<br>Health Service.   |
| Switzerland    | Speech therapists in collaboration with teachers and families.  |
| Turkey         | Psychologists and psychiatrists from state hospitals and university hospitals.  |
| Wales          | There is a move away from diagnosing dyslexia<br>in many local authorities preferring to support<br>children with literacy difficulties whether or not<br>they are caused by dyslexia, but if a diagnosis is<br>called for this is usually given by an Educational<br>Psychologist. |

### Table 3

| COUNTRY           | LEGISLATION ABOUT DYSLEXIA   |
|-------------------|--|
| Bulgaria          | There is no overall governmental policy concerning dyslexia, nor obligatory legal acts which are binding. The main dyslexia related regulation is the Ordinance 1 for education of children and students with special educational needs.   |
| Czech<br>Republic | 2001: Guidelines and Methodological instructions by the Ministry for Education for pupils with SLD.  |
| England           | <ul> <li>1970: Dyslexia was recognised for the first time in the Chronically Sick and Disabled Persons Act.</li> <li>1993: Education Act, where dyslexia was defined as a Special Education Need.</li> <li>2002: the SEN Code of Practice stipulates that schools must ensure to all children an inclusive education.</li> <li>2010: the Equality Act stipulates that disabled people should be protected from discrimination.</li> <li>Students with dyslexia can benefit from dispensatory and compensatory measures during exams. These measures can be applied for at the beginning of the course or decided later by the staff. They follow specific criteria and vary from pupil to pupil.</li> </ul>  |
| Italy             | 2010: law n° 170/2010 - "New norms regarding specific learning disabilities<br>at schools": gives the right to diagnosed students to benefit from special<br>dispensatory and compensatory measures during all cycles of education,<br>including university. Students with SLD are guaranteed an individual<br>education plan that takes into account also other characteristics of<br>the subject, such as bilingualism. The law includes compensatory and<br>dispensatory measures specific for language learning and regulates the<br>forms of monitoring and evaluation in state examinations and university<br>examinations.  |
| Switzerland       | 2011: a temporary document was emitted by the Office for Special<br>Education. It regulates several dispensatory and compensatory measures for<br>students with dyslexia, dysortography and dyscalculia.<br>2012: document emitted by the Department of Education, Culture and<br>Sport (DECS), in collaboration with the Divisione della Scuola and with the<br>Divisione della formazione professionale of Canton Ticino. The document<br>was released following indication from the Office of Special Education<br>(Ufficio della pedagogia speciale) and includes specific regulations<br>concerning the use of digital pens and mentions the possibility of financial<br>contribution for the purchase of support material also for SLD students<br>attending professional schools. |
| Turkey            | 1997: First regulations for people with disabilities.<br>2005: Disability Act for the rights of people with disabilities. The document,<br>however, does not include the word "dyslexia". Compensatory and<br>dispensatory measures are adopted although not consistently throughout<br>different levels of education.   |
| Wales             | 2002: the SEN Code of Practice regulates identification and support to<br>children with literacy difficulties. Implementation of procedures can<br>be flexible. The local authorities for education (belonging to the Welsh<br>Government) can decide the modalities of implementation in their<br>particular areas.   |

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# 3.2 Dyslexia in a multilingual society

Different languages have different characteristics and different demands. Depending on the language, dyslexia will manifest itself in different ways and will be more or less easy to identify. In the case of students with a plurilingual background, things tend to get more complicated. There are behaviours that are generally attributed to an SLD, but that may simply be the consequence of the pupil's sociocultural background, of lack of adequate learning opportunities or of inadequate teaching methodologies. For these reasons, it is very important for the teacher to be able to observe their pupils/ students and to understand whether intervention might be needed or not. It is important to try to distinguish between difficulties that could be attributed to an SLD and those that are related to insufficient linguistic competence. The teacher needs to know what kind of information should be gathered and what kind of questions need to be asked about their pupils/students and their families before deciding to investigate the possibility of an SLD.

To this purpose, the tables included below provide a list of questions that may guide the teacher in the observation of his/her students and in the collection of the relevant information. Clearly it is envisaged that information would be collected over time. It might be not very productive to have a parent sit down and answer all the questions in one meeting.

Once the information is collected, it is important for the language teachers to communicate, exchange ideas and discuss together, in order to dig deeper and obtain a more thorough understanding of the difficulties (and their origin) of their pupil/student. In the case where the information gathered by the teacher leads them to suspect the presence of a SLD, there is another issue to consider, namely which language the diagnosis should be carried out (see also Module 7).

If the student has lived for a sufficient time in the new country, has had good learning opportunities and is proficient in the language of the environment (L2), then the diagnosis can be done in the L2. If this is not the case, in other words if the individual still manifests great difficulties in the L2, then diagnosis should be done in L1. However, this may not be do-able, as tests in the first language of the child may not be available in the new country. So the solution should be to use tests that are as "independent" as possible from the language, and that are usable and interpretable also by professionals who neither speak nor understand the first language of the L2 and let the individual rely as much as possible on his/her knowledge of their first language while carrying out the test. (See module 6)

### QUESTIONNAIRE - PART A

|   | QUESTIONS  | How to find the answer  |             |              | WERS<br>fields apply) |                              |
|---|--|---|-------------|--------------|-----------------------|------------------------------|
| А | What is the country and language of origin of the family?                  |   |             |              |                       |                              |
| В | How long have the pupil/student's parents been living in the new country?  | Ask parents   | <1 year     | 1-3 years    | 3-5 years             | > 5 years                    |
| C | What is the level of competence of your pupil/student's parents in the L2? | Infer from interaction with parents   | low         | Lower middle | Higher middle         | high                         |
| D | What language does your<br>pupil/student speak at home?                    | Ask your pupil/student or his/her<br>parents. Ask if they normally<br>listen in one language and<br>respond in another or use the<br>same language for both.<br>(please keep in mind that they<br>may be saying what they think<br>you want to hear).   | With mother | With father  | With grandparents     | With other family<br>members |
| E | How important is education for your pupil/student's family?                | Infer from observation<br>(Always keep in mind that this is<br>very subjective and involves<br>drawing conclusions that could be<br>wrong. For example the mother<br>doesn't attend a workshop not<br>because she doesn't care but<br>because she has finally found a<br>few hours work; or the child does<br>little or no homework, not<br>because the family doesn't care<br>but because they don't<br>understand it and are afraid to<br>ask.) | not very i  | mportant     | very im               | portant                      |



| F | How important is education for your pupil/student?<br>What is the socio-cultural level of your                                    | Infer from observation<br>(Always keep in mind that this is<br>very subjective and involves<br>drawing conclusions that could be<br>wrong. For example the child<br>might seem disinterested because<br>they have post traumatic stress<br>disorder).<br>Infer from observation  | not very | y important | very im<br>Higher | portant   |
|---|---|--|----------|-------------|-------------------|-----------|
| J | pupil/student's family?   |  | 10 10    |             | middle            | ligi      |
| Η | Does your pupil/student have parents<br>or relatives who have had difficulties<br>in literacy learning?                           | Ask parents<br>(be aware that this could be a very<br>sensitive issue. Unless you have<br>developed a good relationship, in<br>which case the parents might<br>mention this unprompted, there's<br>no guarantee that the parent will<br>want to admit to this and there's a<br>risk of damaging your relationship<br>with them). |          | YES         | Ν                 | 0         |
| I | Does your pupil/student speak other<br>languages besides his/her mother<br>tongue (L1) and the language of the<br>classroom (L2)? | Infer from observation   | YES      |             | Ν                 | 10        |
| L | If yes, what are these languages?   |  |          | I           |                   |           |
| М | What is the level of proficiency in this/these language/s?  |  | poor     | sufficient  | good              | excellent |



#### **QUESTIONNAIRE – PART B**

|   |  |   | L1                             | (1- |                   | L2               |        | FL                               |
|---|--|---|--------------------------------|-----|-------------------|------------------|--------|----------------------------------|
|   |  |   | (first language/mother tongue) | (ia | nguage spo<br>cou | intry)           | new    | (additional curricular language) |
| 1 | How many years has the<br>pupil/student studied in the<br>country of origin?   | Ask your pupil/student or his/her parents   |                                |     |                   |                  |        |                                  |
| 2 | To what extent can the<br>pupil/student master the<br>language of origin?  | Ask parents   |                                |     |                   |                  |        |                                  |
| 3 | How many years has the<br>pupil/student been studying<br>in the new country?   | Ask your pupil/student or<br>his/her parents  |                                |     |                   |                  |        |                                  |
| 4 | Have parents reported any<br>language impairment or any<br>delay in language acquisition<br>(L1)?  | Ask parents   |                                |     |                   |                  |        |                                  |
| 5 | How long has the<br>pupil/student been living in<br>the new country where a  | Ask parents   |                                | <1  |                   | ars<br>3-5       | >5     |                                  |
|   | second language is spoken?   |   |                                |     |                   |                  |        |                                  |
| 6 |  | Ask parents:<br>- does your child usually<br>spend time outside the<br>school with peers whose  |                                | low | Lower<br>middle   | Higher<br>middle | height |                                  |
|   | What has been the level of<br><b>exposure</b> of the<br>pupil/student's to the<br>language spoken in the new<br>country? (L2)                        | mother tongue is the<br>language of the new<br>country?<br>- Does he/she watch TV<br>programmes in the<br>language of the new<br>country? |                                |     |                   |                  |        |                                  |
|   |  | <br>(You have to be careful not<br>to make it seem as if one<br>answer is better than<br>another).  |                                |     |                   |                  |        |                                  |
| 7 | If the pupil/student has<br>started school in the country<br>of origin, did he/she manifest<br>any difficulties and/or delays<br>in <b>reading</b> ? | Ask parents   |                                |     |                   |                  |        |                                  |
|   |  |   |                                |     |                   |                  |        |                                  |



|    |                                     |                           | L1              | L2                                | F                 | L                |
|----|-------------------------------------|---------------------------|-----------------|-----------------------------------|-------------------|------------------|
|    |                                     |                           | (mother tongue) | (language of the hosting country) | (additional curri | icular language) |
| 8  | If the pupil/student started        | Ask parents               |                 |                                   |                   |                  |
|    | school in the country of origin,    |                           |                 |                                   |                   |                  |
|    | did he/she manifest any             |                           |                 |                                   |                   |                  |
|    | difficulties and/or delays in       |                           |                 |                                   |                   |                  |
|    | writing?                            |                           |                 |                                   |                   |                  |
| 9  | If the pupil/student started        | Alphabetic,               |                 |                                   |                   |                  |
|    | school in the country of origin:    | logographic,              |                 |                                   |                   |                  |
|    | what is the writing system          | (ideographic),            |                 |                                   |                   |                  |
|    | that the pupil/student used         | syllabic,                 |                 |                                   |                   |                  |
|    | when he/she started school?         |                           |                 |                                   |                   |                  |
| 10 | How long was the period of          | Ask parents               |                 |                                   |                   |                  |
|    | intensive and systematic            |                           |                 |                                   |                   |                  |
|    | contact with the L1 and L2          |                           |                 |                                   |                   |                  |
|    | languages?                          |                           |                 |                                   |                   |                  |
| 11 | How long has the pupil/             | Ask your pupil/student or |                 |                                   |                   |                  |
|    | student been studying the FL?       | his/her parents           |                 |                                   |                   |                  |
| 12 | Did the pupil/student start         | Ask your pupil/student or |                 |                                   | Country of        | Now country      |
|    | learning the FL in the country      | his/her parents           |                 |                                   | origin            | New country      |
|    | of origin or in the new country?    |                           |                 |                                   |                   |                  |
| 13 | Can the difficulties                | Discussion with/between   |                 |                                   |                   |                  |
|    | encountered by your                 | L2 and FL teachers        |                 |                                   |                   |                  |
|    | pupil/student in L2 and FL be       |                           |                 |                                   |                   |                  |
|    | attributable to <b>phonetic and</b> |                           |                 |                                   |                   |                  |
|    | phonological differences            |                           |                 |                                   |                   |                  |
|    | between the languages               |                           |                 |                                   |                   |                  |
|    | involved (L1 vs L2 and L1 vs        |                           |                 |                                   |                   |                  |
|    | FL)?                                |                           |                 |                                   |                   |                  |
| 14 | Can the difficulties                | Discussion with/between   |                 |                                   |                   |                  |
|    | encountered by your                 | L2 and FL teachers        |                 |                                   |                   |                  |
|    | pupil/student in L2 and FL be       |                           |                 |                                   |                   |                  |
|    | attributable to syntactic           |                           |                 |                                   |                   |                  |
|    | differences between the             |                           |                 |                                   |                   |                  |
|    | languages involved (L1 vs L2        |                           |                 |                                   |                   |                  |
| 45 | and L1 vs FL)?                      |                           |                 |                                   |                   |                  |
| 15 | Can the difficulties                | Discussion with/between   |                 |                                   |                   |                  |
|    | encountered by your                 | L2 and FL teachers        |                 |                                   |                   |                  |
|    | pupil/student in L2 and FL be       |                           |                 |                                   |                   |                  |
|    | attributable to typological         |                           |                 |                                   |                   |                  |
|    | differences between the             |                           |                 |                                   |                   |                  |
|    | languages involved (L1 vs L2        |                           |                 |                                   |                   |                  |
|    | and L1 vs FL)?                      |                           |                 |                                   |                   |                  |



|    |  |  | L        | 1        |      | l              | _2       |               | LS   |                |          |               |
|----|--|--|----------|----------|------|----------------|----------|---------------|------|----------------|----------|---------------|
| 16 | What is the level of proficiency in the L2 and FL?   | Ask the L2 and FL<br>teachers  |          |          | poor | Suffi<br>cient | good     | Excel<br>lent | poor | Suffi<br>cient | good     | Excel<br>lent |
| 17 | What is the pupil/student's<br>attitude to the first, second<br>and foreign language?  | Ask parents and the L2<br>and FL teachers                              | negative | positive | neg  | ative          | pos      | itive         | neg  | ative          | pos      | itive         |
| 18 | What is the <b>attitude</b> of the<br>pupil/student's parents and<br>relatives to the first, second<br>and foreign language.                                 | Infer from interaction<br>with parents and relatives<br>where possible |          |          |      |                | <u> </u> |               |      |                | <u> </u> |               |
| 19 | What is the attitude of the pupil/student's peers to the first language?   | Infer from observation   |          |          |      |                |          |               |      |                |          |               |
| 20 | Does the school environment<br>favour <b>integration</b> , fostering<br>interest and curiosity towards<br>the language and culture of<br>immigrant students? | Infer from observation   |          |          |      |                |          |               |      |                |          |               |
| 21 | What is the pupil/student's<br>level of <b>motivation</b> to learning<br>the L2 and the FL?  | Ask the L2 and FL<br>teachers  |          |          | poor | Suffi<br>cient | good     | Excel<br>lent | poor | Suffi<br>cient | good     | Excel<br>lent |



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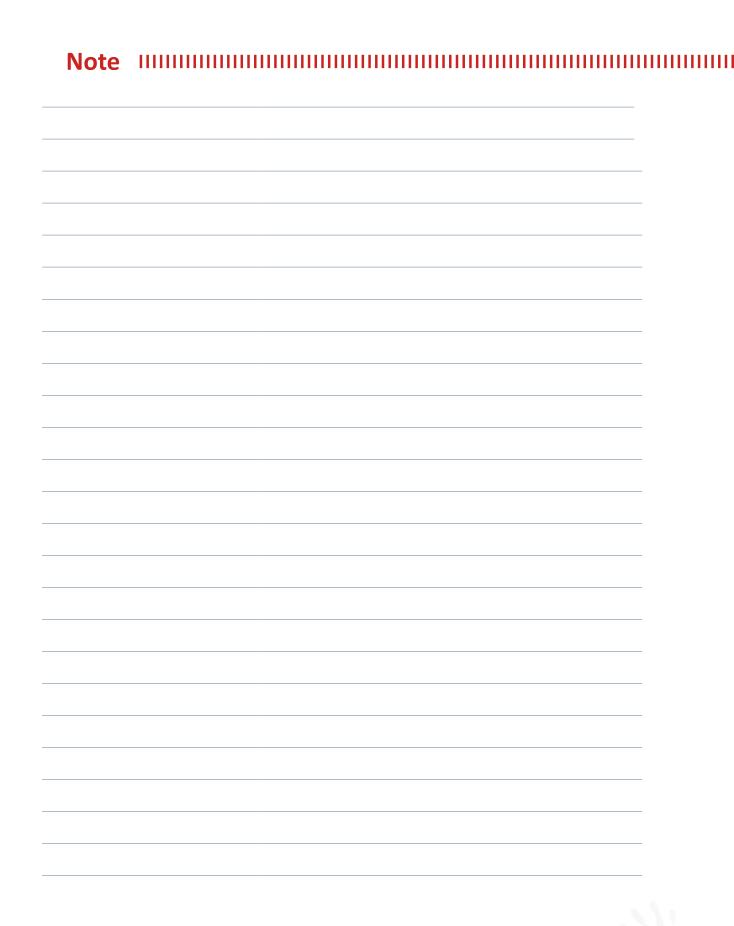
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# Notes

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This project has been funded with support from the European Commission. This publication reflects the views of the author only, and the Commission cannot be held responsible for any use which may be made of the information contained therein.