DYSTRANS-SUPPORTING DYSLEXIC INDIVIDUAL IN TRANSITION FROM PRIMARY TO LOWER SECONDARY SCHOOL

NATIONAL ANALYSIS

Italy

30.04.2018

DOCUMENT CONTROL

Document Information

Initial data	Information
Name of Document	*National Need Analysis Italy*
Document Id	
Author and partner number	*Emanuela Leto I C Laura Lanza Baronessa di Carini*
Issue Date	
Reviewer Name and partner number	
Review Date	
File Name	

Document History

Version	Version Date	Author	Changes - Comments

TABLE OF CONTENTS

1. INTRODUCTION

1.1. THE SITUATION IN ITALY

In Italy Dyslexia is considered as a part of wider frames of learning disorders affecting Italian population (DSA).

In this definition Dyslexia, Dyscalculia, Dysgraphia and Dysorthography. The percentage of students affected by these disorders is estimated around the 5 per cent of the whole school population in the compulsory grades of school, primary low secondary and secondary, although the data in our possession belonging to the last National survey related to school year 2015 2016 stare a percentage of 2,6 per cent of DSA certification.

There is also an increase of DSA certification in low secondary school, in particular in the most disadvantaged contexts as sometimes the iter to obtain it is quite long. In the following chart it is underlined the percentage of DSA in three grades of school on a target group of 3/5 of the whole school population, comparing two consecutive school years in order to show the increase of percentages as the iter of certification is carried on.

Tabella 3: Prevalenza DSA totale Italia
MIUR - DGCASIS - Servizio Statistico - Rilevazioni Integrative sulle Scuole

as2015/16	N Alunni	DSA	%DSA	Incr. (§)	%DSA (*)	Incr. (§) (*)
Mezzogiorno	2695740	35465	1.3%	0.3%	1.5%	0.3%
Centro	1381730	50204	3.6%	0.7%	4.3%	0.8%
Nord Est	1347476	46699	3.5%	0.6%	4.1%	0.6%
Nord Ovest	1802170	86779	4.8%	0.8%	5.8%	0.7%
Italia	**7227116**	**219147**	**3.0%**	**0.5%**	**3.6%**	**0.6%**

(*) calcolato utilizzando i 3/5 della popolazione studentesca della primaria.
(§) differenza fra il valore per as2015/16 e il valore per as2014/15
Mezzogiorno: Abruzzo Molise Campania Puglia Basilicata Calabria Sicilia Sardegna
Centro: Toscana, Umbria, Marche, Lazio
Nord Est: Trentino Alto Adige, Veneto, Friuli Venezia Giulia, Emilia Romagna
Nord Ovest: Piemonte, Liguria, Valle d'Aosta, Lombardia

Figure 1 Total Percentage of DSA students (school year 2015 2016 Data)

Ciclo	Regione	Popolazione alunni	Prevalenza DSA %	Prevalenza DSA % (*)	Variazione assoluta %
		Tabella 4: prevalenza DSA anno scolastico 2015/2016			
		MIUR - DGCASIS - Servizio Statistico - Rilevazioni Integrative sulle Scuole			
Primaria	Nord Ovest	732591	2.6	4.3	0.2
	Nord Est	540527	1.8	3.1	0.2
	Centro	540113	2.1	3.5	0.3
	Mezzogiorno	992530	0.9	1.6	0.3
	Italia	**2805761**	**1.7**	**3.0**	**0.3**
Secondaria 1° Grado	Nord Ovest	441293	7.6		0.8
	Nord Est	325755	5.6		0.7
	Centro	324840	5.6		0.9
	Mezzogiorno	643516	2.1		0.3
	Italia	**1735404**	**4.8**		**0.6**
Secondaria 2° Grado	Nord Ovest	628286	5.5		1.0
	Nord Est	481194	3.9		0.7
	Centro	516777	4.0		1.0
	Mezzogiorno	1059694	1.2		0.4
	Italia	**2685951**	**3.2**		**0.7**

(*) calcolato utilizzando i 3/5 della popolazione studentesca della primaria.

Figure 2 Percentage of DSA on target group in the three grades of school (school year 2015 2016 Data)

In Italy the Ministry of Education safe wards the rights of DSA according to the Law 170 emanated in 2010.According to the law DSA are disorders occurring "in the presence of adequate cognitive abilities, in the absence of neurological pathologies and sensory deficits, but can constitute an important limitation for some activities of daily life ". (Article 1)
Law 170 protects the right to study for dyslexic children and gives the school an opportunity to reflect on the methods to be implemented to encourage all students, giving space to their true potentiality based on their peculiarities.

Moreover in Italy a widespread Association promoting support, training and help for students, parents, teachers, specialists and all people affected by DSA , Associazione Italian Dislessia, works. It is estimated that, besides school data, around 1,900,000 people in Italy are affected by evolutional dyslexia. This data is estimated as it is recent the protocol of assessment of DSA as specific learning disorders. One of the activities led by the association is to help primarily students to acquire compensative tools. In fact with the cooperation of private sponsor companies the program Digital Books was born, offering the chance to dyslexic students to get interactive digital school textbooks with vocal text to speech in order to cope with reading difficulties in their homework or at school.

The diagnosis of Dyslexia , Dysgraphia and Dysortography is possible (and then release the related certification) from the end of the second class of primary school while for Dyscalculia it is necessary to wait for the end of the third class. Parents have to require it to the Health National Care local Center supported by a school evaluation. The certification must be signed by the Referent of the case / Responsible of the diagnostic path (Neuropsychiatry Infant or Psychologist) and report the names of all the professional figures of the team who collaborated diagnosis and that, together with the petitioner, they take responsibility for the evaluation.

This means that a dedicated equipe together with the class teachers provide a personalized school learning plan for the dyslexic students in which it is remarked the Functional Profile of the students and all the strategies and compensative tools required and the different evaluating strategies. The theme is really debated and underlined in Italy in particular recently with the introduction of the CBT National assessment Texts.

The Ministry of Education in Italy made compulsory the introduction in every grade of school of a DSA referent teacher to help educational teams to cope and help with students with learning difficulties suspecting DSA disorders. Moreover, recently a series of economical support actions for families with dyslexic members has been provided, such as the decrease of taxation in the purchase of compensative tools.

1.2. THE AIM AND IMPORTANCE OF THE STUDY

Dyslexia is widely known but still not very well understood specific learning disability in all European Countries . However, dyslexia is a real problem, which affects the acquisition of reading and writing of many individuals and whose effects may be exacerbated by an inadequate education.

If not recognised in time and not provided with adequate support at all stages of education students with dyslexia will end up with academic underachievement, low self-esteem, anxiety, lack of motivation, and disengagement with learning and school. That's why it is extremely important for teachers and trainers, as well as for parents, to understand the nature of dyslexia, its manifestations and consequences and to be aware of the ways they could help and support their students/children overcome their difficulties.

This survey is part of the Erasmus +, Key Activity 2: Strategic Partnerships project "DysTrans: Supporting Dyslexic Individual In Transition from Primary to Lower Secondary School" (2017-1-TR01-KA201-046274).

The aim of this project is to provide support to teachers and professionals working with students with dyslexia during the mentioned transition period, to the parents of these children and to children themselves.

The purpose of the survey is to find out the main difficulties students with dyslexia face both in academic and in social aspects during the transition period from primary to lower secondary school; the support the receive at school from teachers, specialists and classmates; and at home – from parents and other family members. The survey aims also at finding out what is necessary to be done to ensure that these students are well prepared for this transition.

1.3. LIMITATIONS

Limitations can be represented by the exiguity of the target group in comparison to the school population, as in particular this year there is an increase of the numbers of certified students in primary school compared to the low secondary school. This is due to a mere recent implementation of the sensibility towards the problem and to the fact that our school is located in really social, cultural and economic disadvantaged territory in which an educational action towards the families first of all is necessary to foster cooperation among the different actors in social life, families, school, public health services and so on.

Moreover, the teachers who have been taking the survey teach mainly language subjects so they are more commonly exposed to face such difficulties in students.

2. METHOD

2.1. THE STUDY GROUP

The study group was composed of 10 students, 5 certified dyslexic, three attending the first grade, two attending the third grade of low secondary school, 5 suspected dyslexic whose parents haven't started the assessment certification protocol yet , attending the first grade of secondary school, 10 parents, 5 parents with certified children and 5 with not yet certified children and 15 teachers, 5 teaching at the last grade of primary school and 10 teaching all grades of secondary school, all teaching language, foreign language, SEN teachers , only one technology.

2.2. SURVEY

A set of Questionnaires was developed in order to address the three target groups:
•   A Questionnaire for Teachers, link to google doc in appendix;
•   A Questionnaire for Students who are in the first years of Lower Secondary School and have learning difficulties that are (or might be) due to dyslexia in appendix;
•   A Questionnaire for Parents of students who are in the first years of Lower Secondary School and have learning difficulties that are (or might be) due to dyslexia ,in appendix.

The survey was conducted by the project team and by the School DSA referent who monitors the situation constantly and collected the data as it is one of her duty at school. The percentage of dyslexic certified students in secondary school is at the moment t very low, as many families refused to collaborate in order to proceed with the correct diagnosis and support for their children. On the other side, there is an increase in assessment protocol iter in primary school due to a different attitude towards school by parents, and an increased sensibility to the phenomenon.

2.3. DATA COLLECTION PROCEDURES

The interviews with parents have been carried on in a one to one dialogue in which the Erasmus project has been presented as a further opportunity of supporting dyslexic children in their difficulties gaining practical strategies and methods useful to release stress and lack of motivation both in children than in parents. The students have been tested by their teachers as a one to one activity, in particular in the context of the project the school is carrying on to help frailer students to cope with their learning and relational difficulties.

The teacher's survey has been disseminated and published on the school website although not many of them answered. In particular teachers have been exposed in several years to a massive DSA and special needs training as our school population occurs in a state of really disadvantaged cultural, social, learning conditions, a training which sometimes can be excessive compared to the percentage of our DSA certified students.

2.4. DATA ANALYSIS

The analysis of the data has been in charge of the coordinator of the project team. The project team collected the data and managed the contacts with families and students.

3. FINDINGS

### 3.1. FINDINGS OF THE SURVEY AMONG STUDENTS

3.1.1. Age And Grade

Students who were interviewed are attending the first class of low secondary were 3 aged 10 and 5 aged 11, while the students interviewed attending the third class were one aged 13 , the other 14. All the students who have been interviewed have been attending our primary school except one and it was easy to follow the path of their progress and the iter of their certification protocol.

3.1.2. The Perception Of Secondary School Difficulties

Most of them , 90 per cent find the secondary school as more difficult an this is due to the fact that they have several teachers with different approaches and it is already more difficult for "normal" students as the impact is quite different.
Nonetheless, we try to give a sense of continuity to the school path as for example, the last classes of primary school are located in the same building as low secondary school and students use the same spaces, for instance the media lab, or the courtyard.
There are different exchanges of good practices and an open dialogue among the teachers but teaching styles are different and in particular class assets or attention required is more challenging. There is also a push towards autonomy that in particular for DSA students, in particular those who do not gain sufficient support at home by parents or other persons in charge, stresses them.
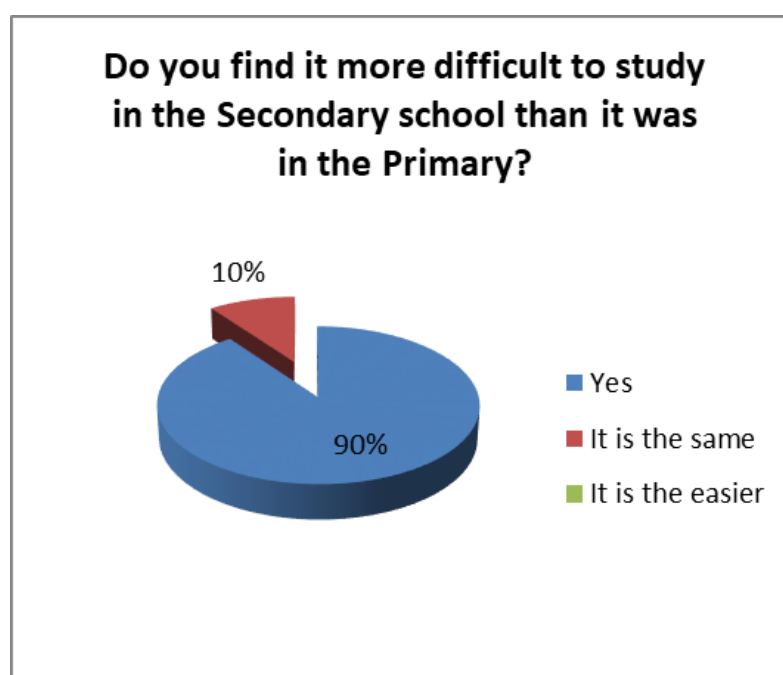
3.1.3. Study Skills
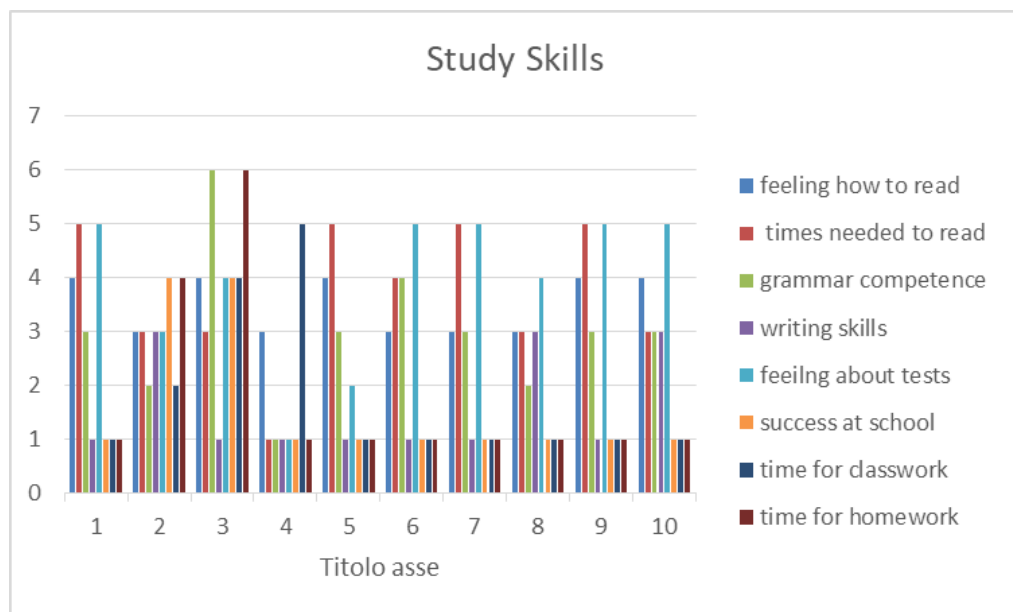
Reading or reading aloud in class is one of the most common difficulties they encounter as well as time they employ to read and this is a big obstacle to their school success.

They avoid reading, they are puzzled about tasks and the fact that they are slow compromise their success at school. This is the reason why ordinary class activities do not compensate their difficulties and many different strategies are required to fill the gap. Moreover they need extra time and this make them feel not at their ease in the classroom context.

3.1.4. Kind Of Supports In School And Home

School support
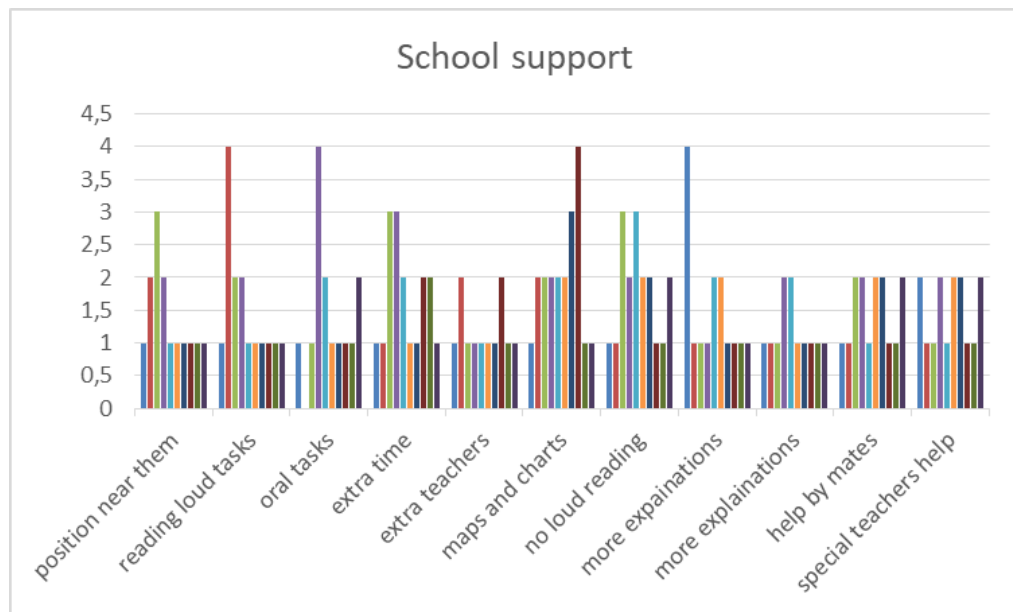
Teachers give extra time and try to assign more oral than written tasks, many of them use maps and charts and avoid students to read aloud in classes.

There is little help by mates but this is due also to the fact that they usually do not ask as they do not like to feel different and sometime they do not have good relationships within their classes.

Home support

- parents loud lesson reading
- summarizing
- tasks explainations
- explainations only on what is more difficult
- private teachers
- learning apps or games
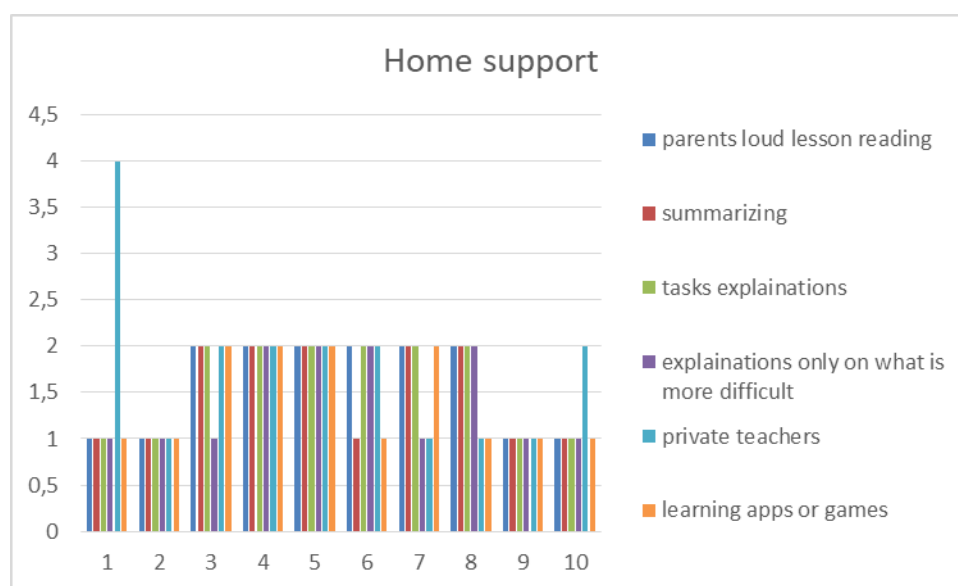
Usually at home they receive help more by private teachers than by parents who sometimes have not much time to dedicate,and sometimes they do not have the competences to do it.

What is to say that due to the disadvantaged context in which the school and its population lie, the help by private teachers is provided by the presence in the territory of volunteers associations to whom the parents can address s in case of need, usually the Health Care centers or the school itself give advice in this sense. Although the disadvantaged context, at least in primary school, there is a strong sense of community in case of necessity.

3.1.5. Life In School (Feelings And Relationships)

Relationships with peers are not very easy; sometime they do not feel at their ease at school, half of the students interviewed were not very enthusiastic about the relationships with their schoolmates while the other half was at ease. In particular, the oldest students were not at their ease as they noticed that in the three years of the lower secondary school they were attending, their school mates hardly tolerated the different path the lessons in class could have as teachers had to cope with their difficulties.

3.1.6. Out of School Activities
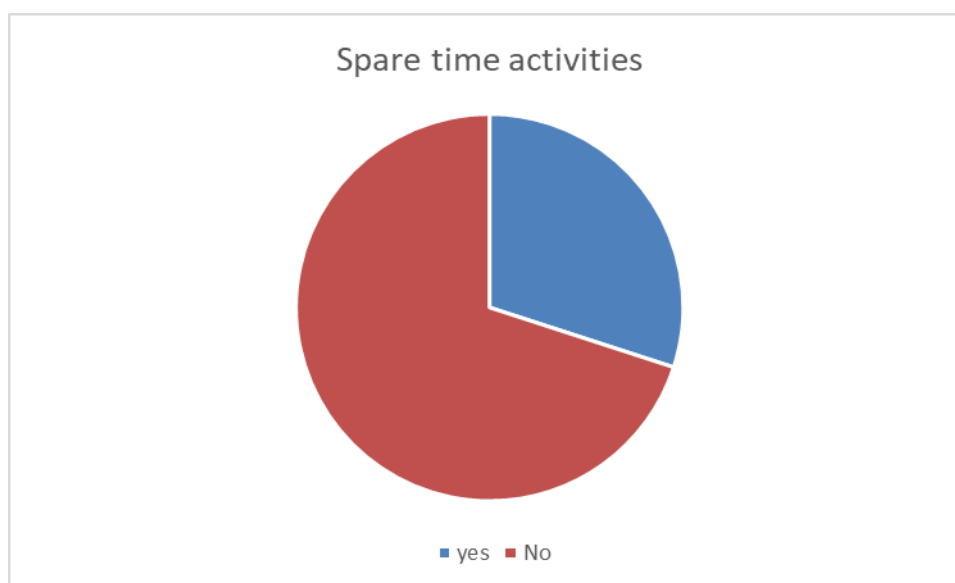
A wide percentage of the interviewed do not take extra time activities.
These students do not attend extra time activities but they are keen user of the net where they like to experiment easier tools where they feel more comfortable. This refuse is probably caused by a relational problem affecting them more than the other issues they have to cope with. They prefer spending their free time doing practical activities or on the web, as the screen and the use of helpful devices and tools could ease their inner discomfort.

3.2. FINDINGS OF THE SURVEY AMONG PARENTS

3.2.1. Changes in Attitudes Towards Schools
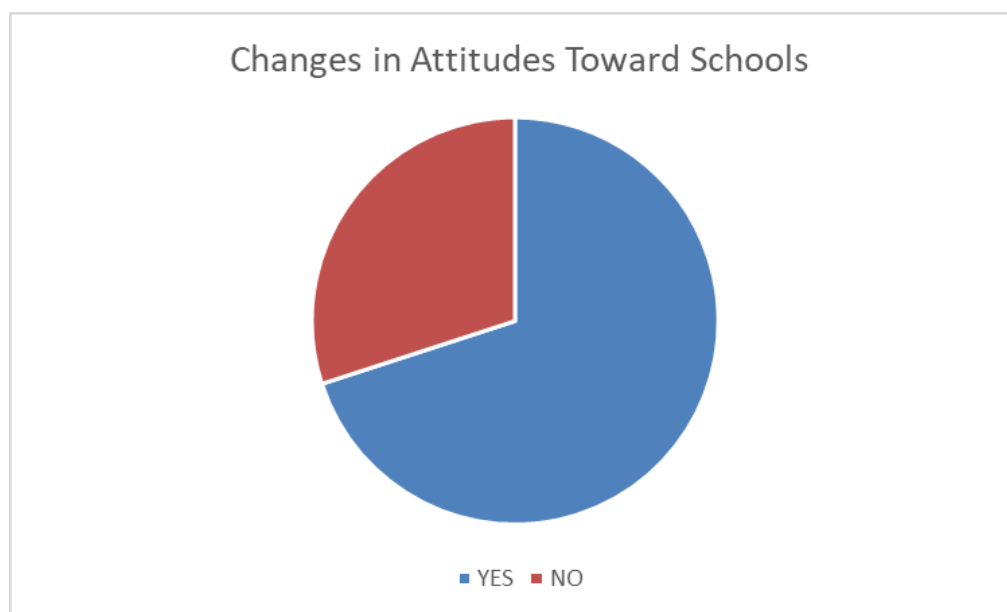
The majority of Parents interviewed perceived as changes in attitudes towards school. A certain refuse to attend school lessons. What is evident is a major frailty and insecurity about school success and the solution for them is avoiding going to school.

3.2.2. Parental Perceptions of Their Child's Success
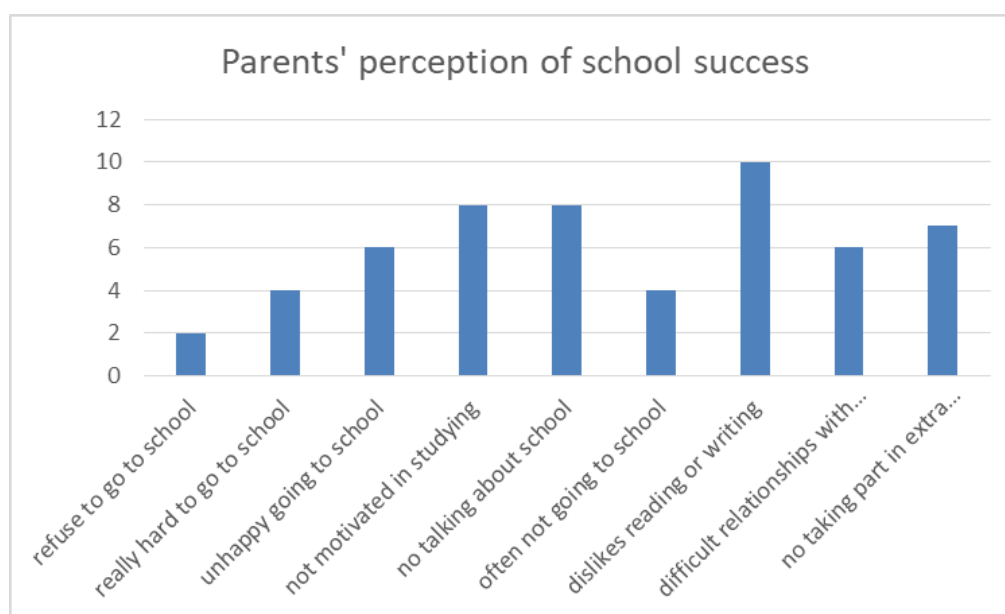
There is a difficulty to go to school a refuse of reading and writing and a lack of motivation.

This for parents is not really understandable as they think to do their best for coping with their children difficulties. Usually these students are not followed in a continuous way by a psychologist who could support their fear of unsuccess.

More than practical the problems are related to the affective and psychological sphere .The comparison with other in particular for those who have more difficulties is a retain to their participation in school activities.

3.2.3. Kind of Supports in School and Home
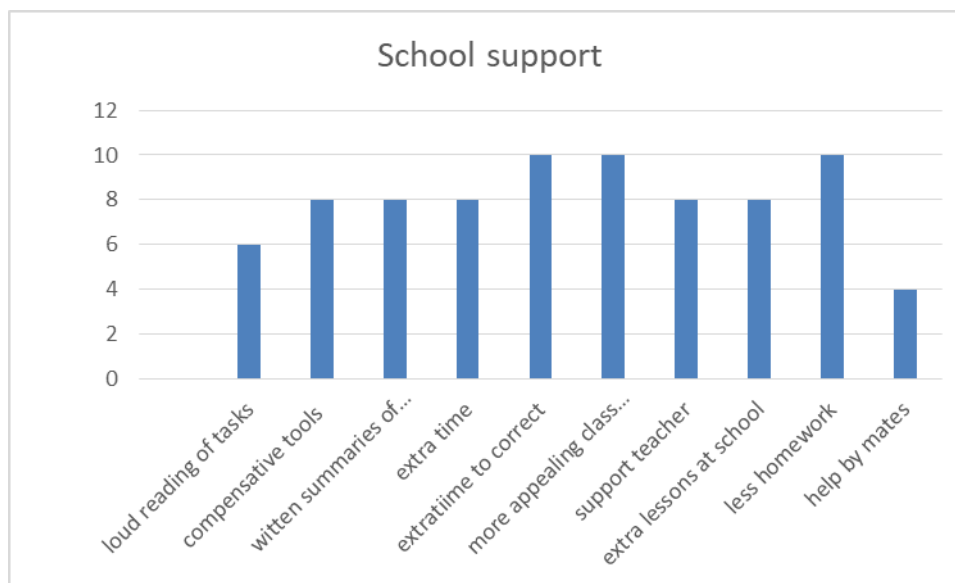
Parents state that most of the help given by school is due to less homework and extra time class world or different more appealing activities
 This is due to the fact that for DSA students our school promoted a project to fill their learning gap proposing different activities, different path , tests and evaluations. It is to say that our school is very innovative and provide different methodologies and tools but the path is not entirely followed by all the teachers and the ordinary class management can be an obstacle.
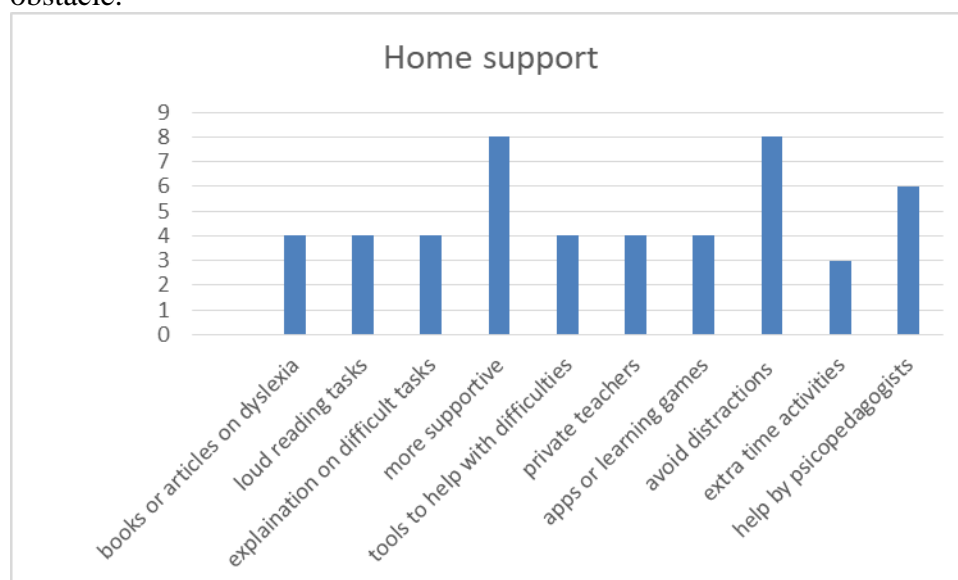
Most of the parents get informed reading articles about dyslexia and jeep informed, In this case I have to pint out an initiatively a popular among middle class which decide dot carry on a strong helpline for Dyslexia . See in appendix

Their main attitude is to be supportive and comprehensive and to void distractors such as To or smartphones what they have to do their home owl, Most of them give them help by an educational psychologist and a private teacher but they have not much time to read or explain or use tools to help them.

3.2.4. Knowledge About Child's Educational Rights

All the parents know about where to find help, as they are aware of the presence of Health Care center and their duties.
They, moreover, see the school as repository of knowledge a support. In our school DSA referent teachers and Inclusion referent teachers in cooperation with Social assistant Services, with Local Offices to fight early school leaving, together with the Territorial Centre for Disabled with seta in our school have a constant monitoring of the situation of students with difficulties, our school in fact is a pole for disadvantaged students.

Knowing their rights and accepting to carry on an iter of certification is not at the same pace as the cultural resistance against what can be consider different or underestimated sometimes forbid students to get the support they need an in this sense there is a lot of work to be done yet.

3.2.5. Knowledge about Help Centres for Dyslexia

There are currently no help centers for dyslexia abut only Health Care services dealing with-it.

3.2.6. Out of School Activities

Most of the parents allow their children to take extra time courses or sports but only the 30 per cent do extra time activities as they refuse to –They do not insist although they think it is not a good thing

3.2.7. Need for Special Training Regarding Dyslexia

All the parents interviewed declared to be interested in a training on dyslexia never experience and they think I could be really useful to cope with their children difficulties and help them in a more effective way.

3.3. FINDINGS OF THE SURVEY AMONG TEACHERS

3.3.1. Pedagogical Experience and Training of Dyslexia

3.3.2 Our context.

The teachers taking part to the survey have been teaching in our school for several years. In Laura Lanza School as indicated by the Italian Ministry of Education, according to local and regional law disposals too, a special protocol to assess, certify and support DSA students is active, shared among schoolteachers and strictly followed.
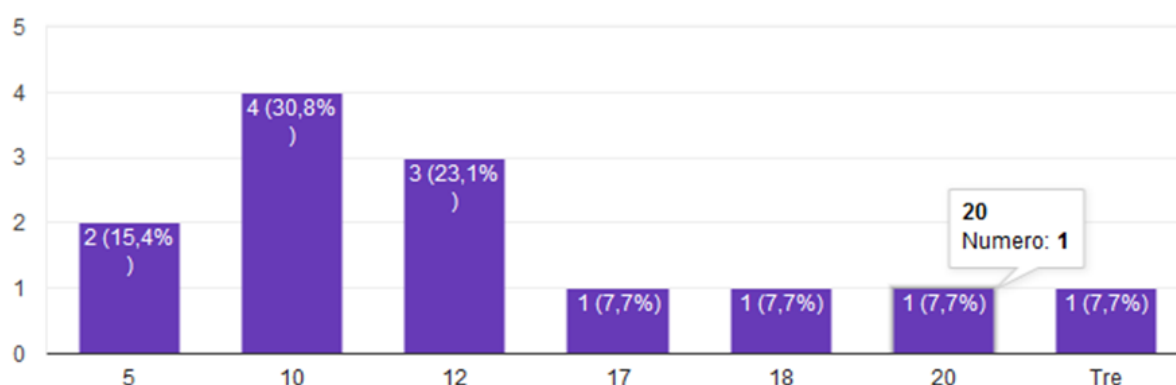
 Due to the really social, cultural and disadvantaged context the school lies in with an under schooling of most families it is more than usual the school charge of monitoring, recognizing and preparing the protocol iter supporting strictly the families in order to ease the difficulties the students can face. The iter is primarily in charge of the teacher's team, which, monitoring the difficulties their students show, relates to the school referent teacher who is in charge of starting the procedures, contacting the families and addressing them to the local health care service for the diagnosis.

In Appendix, our protocol is fully explained.

Sometimes this iter is successfully achieved with the cooperation of the family, sometimes cultural resistance forbids a correct diagnosis and support.

Nonetheless, the school within the teachers' team tries to plan different educational and supportive paths for these students recognizing a special need main frame (BES special educational needs) in which flexible and more motivational methodologies, flexible timetables and innovative didactic tools can help them to cope with their learning disorders.

All these strategies are drawn up by the project team together with the DSA school referent teacher in a document (PDP), personalized educational plan, and shared with the students and his/her family. One of these the school put on in the last two school years was an educational support project carried on during regular curricular time with extra lessons sometimes in one to one or small groups asset managed by teachers in their extracurricular timetable.

The project proposed basic skills support, ICT and outdoor learning. DSA students were included too(" *Io alla scoperta di me stesso*").

3.3.2. Knowledge About Dyslexia

In this way, teachers have a basic competence on dyslexia, as it is one of the learning difficulties they have often to cope with or suspect, as it has been evidenced as writing and reading in most of our students coming from such disadvantaged context is one of the frailest skills.

3.3.3. Trainings on Dyslexia

Almost the 70 per cent of the teachers taking the survey have been attending in the previous years trainings on DSA as well as trainings on special educational need students or disabled ones. The percentage of students with learning , relational difficulties is averagely high in our school and special training are highly requested by the teachers.
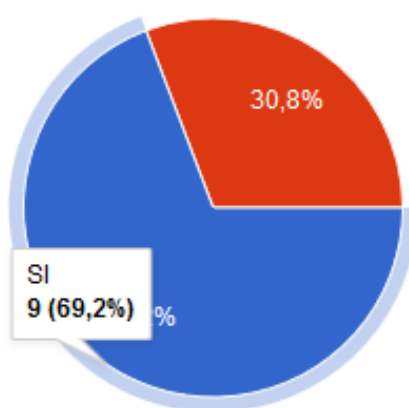
3.3.4. Recognize dyslexic students
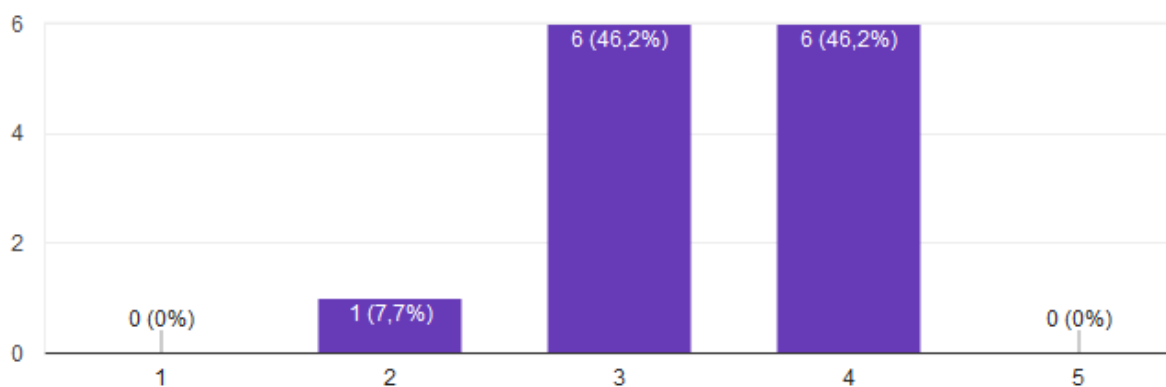
Years of experience in teaching in our school, the presence in each class of different students with learning difficulties in particular reading , made the teachers really sensible and sensitive to the issues.

Moreover, a constant cooperation with the DSA school referent created a certain attitude towards recognizing a suspect dyslexic child, so the teachers rated their capacities quite good.

3.3.5. Skills/ Ability to help dyslexic students
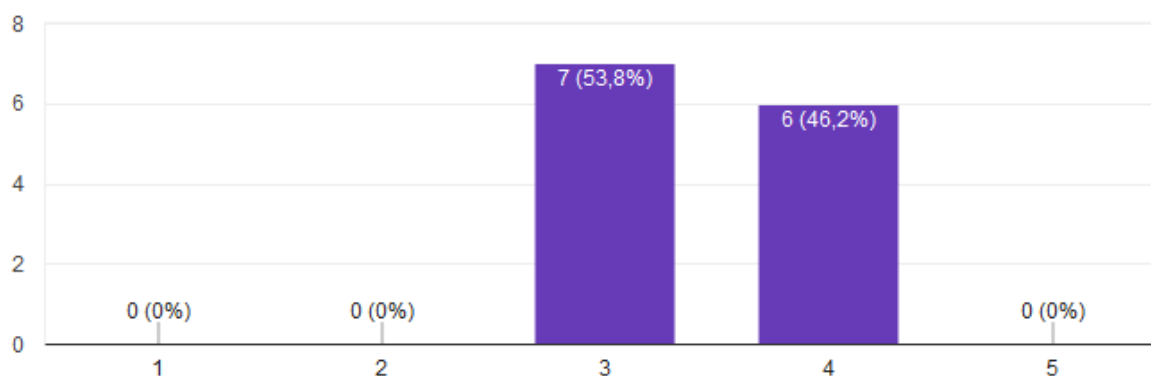
The same attitude towards helping DSA students, as trainings and experience, moreover sharing of good practices, an attention to reading skills implementation through extracurricular projects dedicated to the pleasure of reading in our school has been shown by the interviewed.

This does not mean that all the interventions have been successful but that the main attitude towards providing different strategies and tools is prevalent among the teachers. These strategies have success only with the students and the family cooperation; otherwise, they represent a constant effort but sometimes in some cases not fruitful.

3.3.6. Difficulties of adaptation to middle school
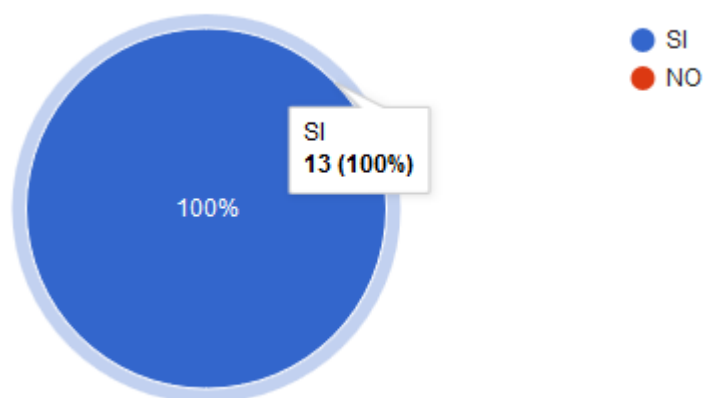
DSA students have difficulties in adapting to middle school probably due to the different teachers, contents, new subjects they have to face and the different approaches although there is a familiarity in the spaces and services they have at their disposal.

Moreover, new assets of the class, new schoolmates and new balances they have to create are in a certain sense more stressful.

3.3.7. Kind of Supports for Social Relations
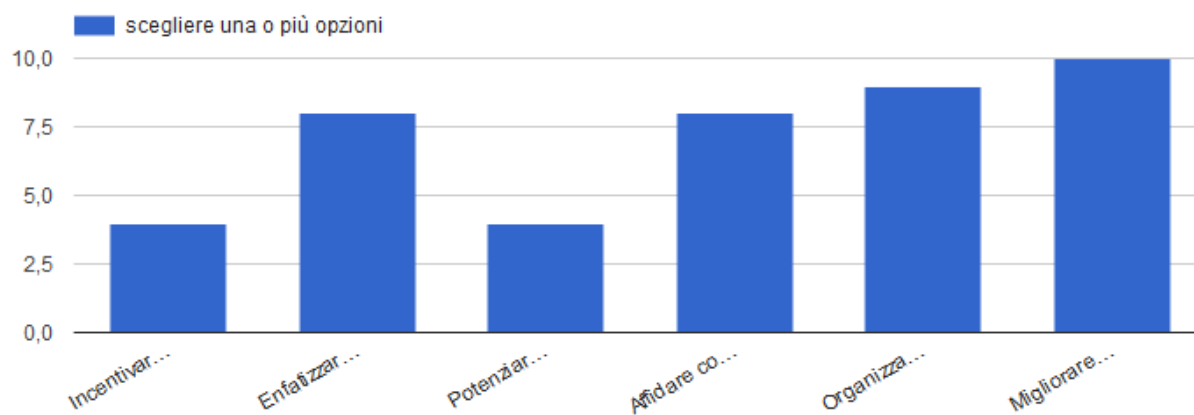
Most of the teachers consider important to promote socialization in DSA students to empower the self-esteem, giving tasks of responsibilities abut more than this improving the communication and relation skills, as they think that sometimes a lack of communication and the fear of failure compromise social relationships.

3.3.8. Kind of Supports for Academic Success
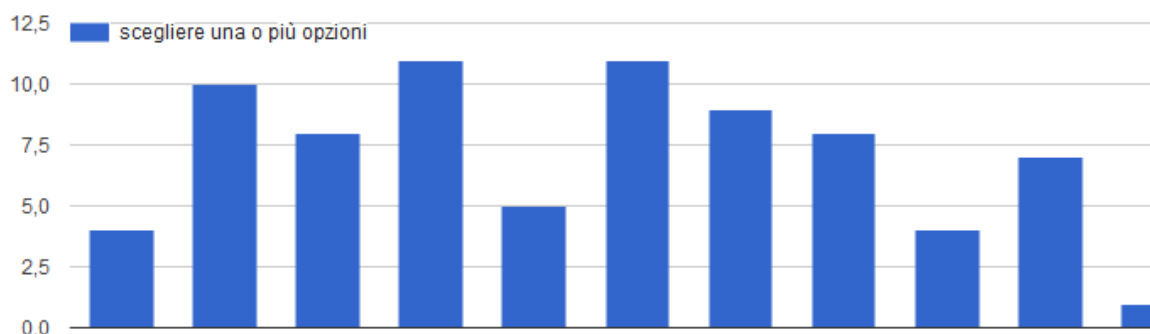
The most common practices the teachers adopt in order to cope with students with reading and writing difficulties are giving extra time, adapting written skills to oral skills and using maps and diagrams in order to help the process of acquisition of the contents.

Moreover extra time activities in some cases are planned , students are invited to attend special project lessons, there is a wide library of innovative tools, some are Ict based and teachers use the, such as audio books, videos, for reading and comprehending for writing , learning games all used by the students on their devices or on the school as it is strongly ICT equipped. in order to

3.3.9. Knowledge about National Legislation Regarding Dyslexia

Almost all the teachers have a knowledge about legislation on Legislation on Dyslexia, in particular in our school the reference to the Law 170 /is strengthened din the didactic plan the project tea has to fill for students with special educational needs, se appendix 2
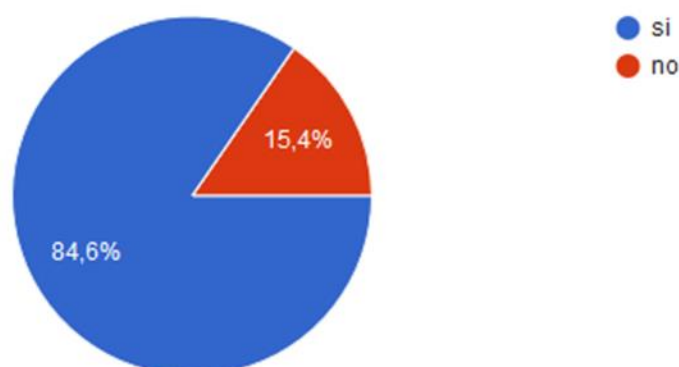
3.3.10. Communications with parents for dyslexic students

Most of the teachers have good communication with the families of the DSA students, in particular as these are families who decide to carry on the iter of certification. There is a lack of communication with the ones who although their children are suspected of dyslexia do not intent to carry on the iter for cultural resistances that is in some cases, hard to overcome in our territory. .

Therefore, the percentage of parents with a good communication differs from the percentage of suspected dyslexic students on our school.
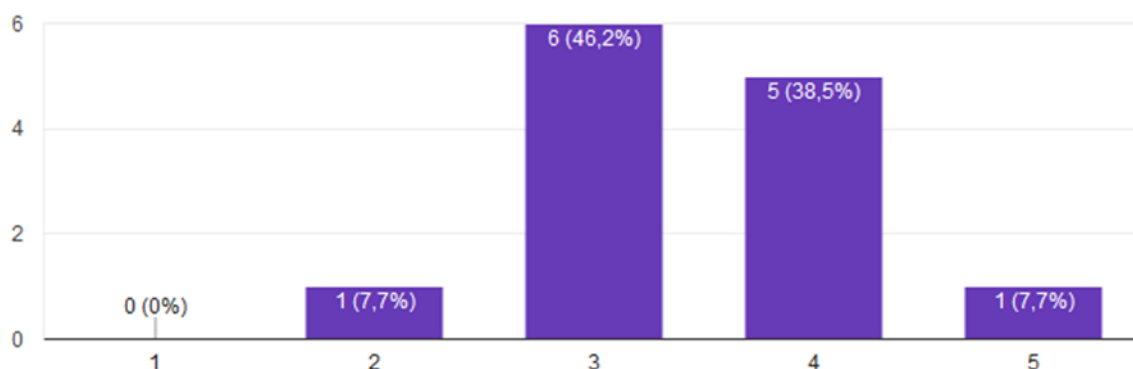
3.3.11.Need for Special Education Regarding Dyslexia

Although taking part in several specific trainings a wide percentage of the teachers taking the survey is still interested in trainings and in particular practical ones in order to receive tips and suggestions to improve the quality of teaching-learning skills in DSA students and to promote in particular inclusion in the class's management.
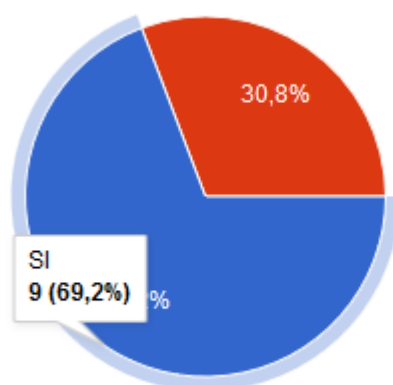
4. RESULTS

4.1. COMMENTS

Teachers interviewed have enough experience and are motivated in prosecuting a training path. Moreover, they are interested in the project and to learn form other's experience. In our school, DSA and BES educational needs are ordinary and we have lots of experience in coping with them. Families interviewed are the most collaborative and supportive ones.

They in fact started the iter of certification and willingly cooperate with the school. Their lack of time and lack of competence on the other side do not allow them to be effectively supportive as they do not have time to adequate tools to do it and in this sense they could be interested in training, in particular practical training as they feel the discomfort sometimes their children have.

Only two of the interviewed , both students and their parents, do not face particular issues as the already made a strong path to cope with difficulties and provide adequate tools nut they are a lucky case as they parents are educators and psychologist

Most of the parents rely upon the school or the Health Care services and try to do their best to help their children, Much should be done on the psychological side as students do not feel at their ease as the competition with their peer at lower secondary schools can be high and so they prefer to drop out rather than to expose themselves. This is the reason why school operators are called to face-to-face meeting in order to find a common path.

4.2. CONCLUSIONS AND SUGGESTIONS

The result of the survey are as foreseen. There is a lot to do with students and in particular with families about coping with DSA learning disorders. The school and the teachers have tools and competences to cope with it but there are different limitations. More than practical the issues are psychological and they imply different components.

Although many instrument are given by the teachers, there is not enough support by the families, due to lack of time and due to lack of competence and sometimes also the private teachers helping our students have not the right skills. Moreover the class management by only one teacher at a time in low secondary school compromise the success of all the methodologies as sometime s the need of extra attention for these students is essential but has to be measured out as the students do not like to be different form the others. This is the reason why in our school we decided to carry on a project whose aim is to promote inclusion and success in BES/DSA (special educational needs and specific learning disorders) students.

The best solution has been that to create two hours per day of extra lessons out of the group classes in more homogeneous groups in which all of them shared similar difficulties , starting a path of support with some more instruments to be used within their classes. In this sense the class teachers were relieved by the supportive tasks detaching their action from all the other members of the class group losing control and the disadvantaged students were supported as by a private teacher to fill the gap who made them slow and out of the class

context. They were provided supportive tools who allowed them once back in the class to follow the path the class was following. All these activities, of course, to be agreed with the class teachers.

Tools were used are based on maps, diagrams, charts, methodologies are peer to peer learning in small groups, computer based activities, lab work and practical tasks, more relaxed time, more break and a lot of sharing among them and the teacher about feelings and emotions.

 In this project three DSA students were included and five suspected ones, the other two followed the normal lesson path as they already had the instrument to cope with difficulties as strongly followed by the families an the Health Care services, psychologists and private teachers.

The result of the project are an increase of motivation and of autonomy in students involved but in the following years something more and more integrated with the class curriculum will be   necessary   .(a   link   to   the   website http://www.iclauralanza.it/jml/index.php/etwinning/2135-progetto-io-alla-scoperta-di-me-stesso).

5. REFERENCES

- L 170 8/10/2010
- DM 5669 12/07/2011 (guide Lines)
- DM 27/12/2012
- CM 8 06/03/2013
- Nota MIUR 1551 27/06/2013
- Nota MIUR 2563 22/11/2013
- Nota USR Sicilia 13462 del 09/09/2015
- I.C. Laura Lanza Headmaster Educational Plan
- I . C. Laura Lanza Educational Plan
- I. C. Laura Lanza Set of Educational rules
- Inclusion plan I.C. Laura Lanza
- www.aid.org
- www.iclauralanza.it/jml
- www.donnamoderna.com/dislessia

5.1 Appendix

Laura Lanza School DSA Protocol(by DSA referent teacher *Mrs Stefania Mannino*)

PROTOCOL INCLUSION ALUNNI DSA
PROCEDURES TO FOLLOW IN CASE OF SUSPECTED DSA

1. Complete the "REPORTING SHEET - MODEL 1" which is on the site
 (www.iclauralanza.it/jml) under the heading "Inclusion" and hand them over to the DSA referent teacher;
2. The DSA contact performs the MT tests (test MT- tests to diagnose a suspect of Dyslexia)
3. Based on the result of the tests, or targeted training programs for recovery, or the referent teacher, together with the class teacher will meet the family to invite to be examined by the NPIA for evaluation and certification.
4. If the family consents, after the first visit, with the NPIA form and the results of the MT tests duly logged and delivered by the school. Procedures will follow point 7.
5. If the family does not consent to have the child certified, the class board will record the motivations and consider the pupil as belonging to the other BES category (see specific procedures)
6. As soon as it is in possession, the family presents the secretarial certification to the student office.
7. The school (secretarial staff) acquires the certification, the protocol, informs the DS and the BES-DSA representative who in turn informs the class coordinator and initiates the procedures of the law. Within thirty days receiving the certification (and therefore at any time of the school year), the class / interclass council draws up the PDP, signs it, together with the family and delivers it to the BES-DSA contact person to be filed .
8. Following procedure from point three of the next paragraph.

PROCEDURES TO BE FOLLOWED IN CASE OF CERTIFIED DSA

N.B. Certification means a document with legal value that allows and obliges to adopt the measures provided for by law 170/2010. The certification issues the NPIA. By diagnosis, we mean, instead, a document that can be issued by a doctor or a specialist and which certifies the existence of a problem. The diagnosis often precedes the issue of certification, but while waiting for this to happen (often times are long), to guarantee the student suitable interventions, the council of classes / interclass will still adopt the procedures provided (PDP and educational intervention).
1. The family presents in the secretary school offices the certification in its possession at the time of the enrolment of the child
2. The school (secretarial staff) acquires the certification, the protocol, informs the DS and the BES-DSA representative who in turn informs the class coordinator and initiates the procedures according to the law.

3. By the end of November, the PDP is drawn up, signed, signed by parents and handed over to the DSA referent for filing

4. Updates regarding the DSA pupil are made during each class / interclass council

5. At the end of the first four-month period and in any case once during the school year or in case of need at the request of the teachers and / or the family, good practices are monitored during the meeting between the NPIA doctor, the coordinating teacher of class, the DSA referent and the family.

6. In anticipation of the four-monthly centralized tests and the Invalsi and medium license tests, the class board prepares, in compliance with the provisions of the PDP, the timing, methods and any tools necessary for the performance of the test, linking up with the "Evaluation and Orientation "referent teacher.

ALUNNI CON DSA

DIAGNOSI SPECIALISTICA

OSSERVAZIONE

OSSERVAZIONE
DEGLI STILI DI
APPRENDIMENTO

OSSERVAZIONE
DELLE
PRESTAZIONI

P.D.P

PIANO DIDATTICO PERSONALIZZATO

MISURE

DISPENSATIVE

PERCORSO DIDATTICO

PERSONALIZZATO:

interventi adeguati alle
capacità e alle
possibilità

STRUMENTI

COMPENSATIVI

Interventi che
consentono di
non svolgere
alcune
prestazioni

Registratore,
programmi di video
scrittura,
calcolatrice, mappe
concettuali, altro

VERIFICHE E VALUTAZIONE

Didactic Plan for Special Educational Needs / DSA Students

Format
Piano Didattico Personalizzato
Scuola secondaria

ISTITUZIONE SCOLASTICA: school ……………………………………………

ANNO SCOLASTICO: …school year……………………………………………

ALUNNO: …student…………………………………………………..

1. Dati generali Data

Nome e cognome First and Family Name	
Data di nascita Date Of Birth	
Classe Class	
Insegnante coordinatore della classe Coordinator class teacher	
Diagnosi medico-specialistica Medical specialistic diagnosi	redatta in data…Date and Place presso… aggiornata in data…

	da presso…
Interventi pregressi e/o contemporanei al percorso scolastico Past or recent school interventions	effettuati da… made by when and where presso… periodo e frequenza….. modalità….
Scolarizzazione pregressa Past school reports	Documentazione relativa alla scolarizzazione e alla didattica nella scuola dell'infanzia e nella scuola primaria
Rapporti scuola-famiglia School-family contacts	

2. FUNZIONAMENTO DELLE ABILITÀ Reading , writing , calculating skills functionalities
DI LETTURA, SCRITTURA E CALCOLO

Lettura Reading		Elementi desunti dalla diagnosi Diagnosis	Elementi desunti dall'osservazione in classe Class observation
	Velocità Fastness		
	Correttezza Correctness		
	Comprensione Comprehension		
Scrittura Writing		Elementi desunti dalla diagnosi	Elementi desunti dall'osservazione in classe
	Grafia Graphia		
	Tipologia di errori Kind of mistakes		
	Produzione Production		
Calcolo Calculating		Elementi desunti dalla diagnosi	Elementi desunti dall'osservazione in classe
	Mentale Mind		
	Per iscritto Written		
Altro Other	Eventuali disturbi nell'area motorio-prassica: Motorial praxemical disorders		
	Ulteriori disturbi associati: Other related disorders		
	Bilinguismo o italiano L2: Bilinguisim		
	Livello di autonomia: Level of authonomy		

3. DIDATTICA PERSONALIZZATA Educational personalized plan

Strategie e metodi di insegnamento: Strategies and methodologies

Discipline linguistico-espressive language	
Discipline logico-matematiche Maths	
Discipline storico-geografico-sociali Social	
Altre Others	

Misure dispensative/strumenti compensativi/tempi aggiuntivi: Dispensative or compensative methods

Discipline linguistico-espressive	
Discipline logico-matematiche	
Discipline storico-geografico-sociali	
Altre	

Strategie e strumenti utilizzati dall'alunno nello studio: Tools used

Discipline linguistico-espressive	
Discipline logico-matematiche	
Discipline storico-geografico-sociali	
Altre	

4. VALUTAZIONE (anche per esami conclusivi dei cicli) Evaluation

L'alunno nella valutazione delle diverse discipline si avvarrà di:

Disciplina Subjects	Misure dispensative Dispensative tools	Strumenti compensativi Compensative tools	Tempi aggiuntivi Extra time
Italiano			
Matematica			
Lingue straniere			
….			
….			
….			
….			
….			
….			
….			

Strategie metodologiche e didattiche Strategies

- Valorizzare nella didattica linguaggi comunicativi altri dal codice scritto (linguaggio iconografico, parlato), utilizzando mediatori didattici quali immagini, disegni e riepiloghi a voce Other languages Visual – oral – images
- Utilizzare schemi e mappe concettuali Maps and charts
- Insegnare l'uso di dispositivi extratestuali per lo studio (titolo, paragrafi, immagini)
- Promuovere inferenze, integrazioni e collegamenti tra le conoscenze e le discipline
- Dividere gli obiettivi di un compito in "sotto obiettivi" Splitting contents and aims
- Offrire anticipatamente schemi grafici relativi all'argomento di studio, per orientare l'alunno nella discriminazione delle informazioni essenziali
- Privilegiare l'apprendimento dall'esperienza e la didattica laboratoriale Lab work and learning by doing
- Promuovere processi metacognitivi per sollecitare nell'alunno l'autocontrollo e l'autovalutazione dei propri processi di apprendimento
- Incentivare la didattica di piccolo gruppo e il tutoraggio tra pari Pair or group work
- Promuovere l'apprendimento collaborativo

Misure dispensative Dispensative methods

All'alunno con DSA è garantito l'essere dispensato da alcune prestazioni non essenziali ai fini dei concetti da apprendere. Esse possono essere, a seconda della disciplina e del caso:
- la lettura ad alta voce
- la scrittura sotto dettatura
- prendere appunti
- copiare dalla lavagna
- il rispetto della tempistica per la consegna dei compiti scritti
- la quantità eccessiva dei compiti a casa
- l'effettuazione di più prove valutative in tempi ravvicinati

- lo studio mnemonico di formule, tabelle, definizioni
- sostituzione della scrittura con linguaggio verbale e/o iconografico
- No loud reading
- No writing under dictation
- No Taking notes
- No copying from the board
- No due time for tasks
- No much homework
- More tests

Strumenti compensativi Compensative tools

Altresì l'alunno con DSA può usufruire di strumenti compensativi che gli consentono di compensare le carenze funzionali determinate dal disturbo. Aiutandolo nella parte automatica della consegna, permettono all'alunno di concentrarsi sui compiti cognitivi oltre che avere importanti ripercussioni sulla velocità e sulla correttezza. A seconda della disciplina e del caso, possono essere:

- formulari, sintesi, schemi, mappe concettuali delle unità di apprendimento
- tabella delle misure e delle formule geometriche
- computer con programma di videoscrittura, correttore ortografico; stampante e scanner
- calcolatrice o computer con foglio di calcolo e stampante
- registratore e risorse audio (sintesi vocale, audiolibri, libri digitali)
- software didattici specifici
- Computer con sintesi vocale
- vocabolario multimediale
- Maps diagrams and charts
- Measure charts and formulas
- Laptops
- Calculator
- Recorder or text to speech
- Learning apps
- Vocal synthetizers
- Multimedia dictionary

Strategie utilizzate dall'alunno nello studio Strategies

- strategie utilizzate (sottolinea, identifica parole–chiave, costruisce schemi, tabelle o diagrammi) bulding up charts and maps
- modalità di affrontare il testo scritto (computer, schemi, correttore ortografico) laptops
- ☐modalità di svolgimento del compito assegnato (è autonomo, necessita di azioni di supporto)
- riscrittura di testi con modalità grafica diversa different graphias
- usa strategie per ricordare (uso immagini, colori, riquadrature) images colours etc

Strumenti utilizzati dall'alunno nello studio Tools

- strumenti informatici (libro digitale, programmi per realizzare grafici) audiobook digital book
- fotocopie adattate enlarged photocopies
- utilizzo del PC per scrivere laptops or Pc
- testi con immagini Images
- software didattici Learning apps

- altro other

Valutazione (anche per esami conclusivi dei cicli)[1]Evaluation

- Programmare e concordare con l'alunno le verifiche
- Prevedere verifiche orali a compensazione di quelle scritte (soprattutto per la lingua straniera)
- Valutazioni più attente alle conoscenze e alle competenze di analisi, sintesi e collegamento piuttosto che alla correttezza formale
- Far usare strumenti e mediatori didattici nelle prove sia scritte sia orali (mappe concettuali, mappe cognitive)
- Introdurre prove informatizzate
- Programmare tempi più lunghi per l'esecuzione delle prove
- Pianificare prove di valutazione formativa
- Agreed with the students
- Oral in place of written tests
- Synthesis of evaluation test
- Maps
- CBT tests
- Extra time for testing
- Planning of tests

[1] *Cfr.* D.P.R. 22 giugno 2009, n. 122 - Regolamento recante coordinamento delle norme vigenti per la valutazione degli alunni e ulteriori modalità applicative in materia, ai sensi degli articoli 2 e 3 del decreto-legge 1° settembre 2008, n. 137, convertito, con modificazioni, dalla legge 30 ottobre 2008, n. 169 - art. 10. Valutazione degli alunni con difficoltà specifica di apprendimento (DSA)
1. Per gli alunni con difficoltà specifiche di apprendimento (DSA) adeguatamente certificate, la valutazione e la verifica degli apprendimenti, comprese quelle effettuate in sede di esame conclusivo dei cicli, devono tenere conto delle specifiche situazioni soggettive di tali alunni; a tali fini, nello svolgimento dell'attività didattica e delle prove di esame, sono adottati, nell'ambito delle risorse finanziarie disponibili a legislazione vigente, gli strumenti metodologico-didattici compensativi e dispensativi ritenuti più idonei.
2. Nel diploma finale rilasciato al termine degli esami non viene fatta menzione delle modalità di svolgimento e della differenziazione delle prove.

Questionnaires in Italian

Analisi dei Bisogni in Dislessia
Studenti

Scuola :..... / Grado:.....

1. Trovi più difficile la scuola media o la scuola elementare ?
La scuola media   Quasi uguale   Lo stesso   Più facile

Se la trovi più difficile è perché le materie da studiare sono più difficili ?
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

2. Come potresti valutare le tue capacità da 1 a 6 (da molto scarse a ottime):

	1	2	3	4	5	6	**Commenti**
a/ Come pensi di leggere ?							
b/ Quante volte devi leggere un brano prima di capire tutto il contenuto ?							
c/ Quanto conosci la grammatica italiana?							
d/ E' difficile per te scrivere?							
e/ Come ti senti quando devi fare un compito a scuola?							
f/ Riesci a prendere buoni voti ?							
g/ Ti capita non avere abbastanza tempo per finire un compito in classe ?							
H/ Ci metti molto tempo il pomeriggio a fare tutti i compiti che ti lasciano?							

Altri commenti
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

3. Come ti aiutano i tuoi insegnanti quando hai difficoltà a leggere o a scrivere ?:

Tipo di aiuto	Scuola Primaria	Scuola Secondaria	Commenti
a/ ti fanno sedere vicino a loro			
b/ le consegne vengono lette ad alta voce			
c/ puoi fare compiti scritti anche solo in modo orale			
d/ hai più tempo durante i compiti in classe			
e/ ci sono insegnanti che fanno lezioni in più per te solo			
f/ i tuoi insegnanti utilizzano schemi , regole e formule per farti apprendere i contenuti			
g/ ti lasciano meno compiti			
h/ non ti fanno leggere mai ad alta voce			
i/ ti spiegano le lezioni più volte			
j/ i compagni mi aiutano			
k/ mi aiuta anche un insegnante di sostegno o un insegnante specialista			

Hai ricevuto altro tipo di aiuto oltre quelli appena menzionati ? Se si, cosa?

……

……

……

4. Come ti aiutano a casa quado hai difficoltà a leggere o a scrivere ?

Tipo di aiuto	Scuoal Primaria	Scuola Secondaria	Commenti
a/ i genitori mi leggono le lezioni da studuare ad alta voce			
b/ prima me le leggono e poi m le riassumono			
c/ leggono le consegne e poi me le spiegano			
d/ mi spiegano solo quello che ho difficoltà a capire			
e/ ho un insegnante privato o vado al dopo scuola			
f/ uso molti siti o giochi educativi su internet per imparare le lezioni che mi lasciano da studiare a casa			

5. Ti   trovi   bene   a   scuola   ?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………
………………………………………

6. Cosa ti piace in particolare ?

……
……
……
……
………………………………………………………………………

7. Ti trovavi bene o male con i tuoi insegnanti alla scuola primaria ? E adesso?

……
……
……
……
…………………………………………………………………………………………………

8. Fai attività pomeridiane (sport o altro ..) ?

YES   NO

Se si quali ....
Se NO – perchè?
....

PARENTS

Eta' del figlio /a:..... / Classe frequentata :.....

9. L'atteggiamento di suo figlio verso la scuola è cambiato rispetto a quado frequentava la scuola primaria?
   a. SI
   b. NO
10. Se è cambiato in che modo?

Comportamento	Scuola Primaria	Scuola Secondaria	Commenti
Di solito non vuole andare a scuola			
Andare a scuola la/lo mette in crisi			
Non va a scuola contento ed è contento di ritornare a casa			
Non è interessato/a allo studio			
Di solito non parla di quello che fa a scuola			
Non va spesso a scuola			
Non gli piace scrivere o leggere ..			
Non si relaziona molto con i compagni			
Non vuola partecipare ad attività extrascolastiche			
……………………………			

11. Altri atteggiamenti che vorreste evidenziare ?
....
....
....

   a. Se lo paragonasse ad altri studenti della sua classe o della sua età alunni come valuterebbe i suoi progressi scolastici?
   b. Allo stesso livello

   c. A livello inferiore

12. Che tipo di supporto offrono a suo figlio gli insegnanti a scuola ?:

Tipo di supporto	Scuola primaria	Scuola Secondaria	Commenti
a. Lo/la fanno sedere vicino a sè			
b. Leggono ad alta voce le consegne dei compiti scritti			
c. Usano strumenti compensativi tecnologici (computers, tablets,			

	etc.)		
d.	Forniscono riassunti scritti dei contnuti spiegati		
e.	Utilizzano tests di valutazione orali piuttosto che scritti		
f.	Danno più tempo nell'esecuzione dei compiti		
g.	Danno tempo per l' autocorrezione prima della consegna del test		
h.	Fanno attività in classe che facilitano l'attenzione		
i.	Ha un insegnante di sostegno o di supporto		
j.	Usufruisce di lezioni aggiuntive da parte dei suoi insegnanti		
k.	Ha meno compiti per casa		
l.	Riceve aiuto e comprensione da parte dei compagni		

Oltre quanto detto cosa altro aggiungerebbe?

....

....

....

13. Come aiuta suo figlio/a a casa quando ha difficoltà a leggere e/o a scrivere?

A. Tipo di aiuto fornito	Scuola Primaria	Scuola Secondaria	Commenti
a. Leggo libri e articoli sulla dislessia o sulle difficoltà di lettura/scrittura			
b. Leggo le consegne dei compiti per casa e le spiego a mio figlio/a			
c. Spiego i concetti che le/gli vengono più difficili			
d. Sono molto comprensivo/a			
e. Cerco risorse utili per aiutarla/o a leggere o scrivere			
f. La/lo faccio aiutare da un insegnate privato			
g. Utilizzo giochi interattivi o siti educativi al computer			
h. La/lo auito a concentrarsi togliendo ciò che lo /la può distrarre			
i. Le/ gli faccio frequentare corsi extrascolastici sportivi,			

musicali, artistici etc			
j. Lo/la faccio aiutare da uno uno psicopedagogista			

Ci sono altri modi in cui aiuta suo/sua figlio/a?

....

....

....

14. Conosce le tutele legali relative ai ragazzi con diagnosi di DSA?

SI   NO

15. Sa dove può reperire supporto per suo/sua figlio/a al di fuori della scuola?

SI   NO

16. Pensa che frequentare un corso di formazione sui Dsa e sui distirbi relativi alla lettura e alla scrittura la possa aiutare a comprendere le difficoltà che affronta suo/a figlio/a e a supportarlo/a meglio?

SI   NO

Se è interessato a partecipare al corso di formazione per genitori sulla Dislessia e sulle difficoltà nella lettura e scrittura lasci i sui recapiti (cellulare- mail)

....

All the tests summoned by the *project team members*

Questionario Docenti
https://docs.google.com/forms/d/e/1FAIpQLSfijs8sUml4grq3akoPb8VjvB-NUI2218p77DB_b7DsHqkHZg/viewform