DysTtrans -

supportıng dyslexıc ındıvıdual ın transıtıon from prımary to lower secondary school

NATIONAL ANALYSIS

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1. INTRODUCTION

1.1. THE SITUATION IN ROMANIA

Legislation and conceptualization

In Romania, until the 1990s, specific learning disabilities was the focus of specialists in language therapy. With the introduction of inclusive current in Romania, the concerns for children with learning difficulties have intensified and have diversified. There have specialized works such as David, Roşan, 2017, Bartok, Vaida, Cseh, 2011, Vrăsmas, 2001, 2007, Ungureanu 1998, RENINCO guides, 1999, and inclusive educational services such as support teacher in 2000.

Just recently, evaluation for learning disabilities diagnosis became a qualitative approach based on the use of multiple methods.

Thus, there is Law 6/2016 for the completion of the National Law of Education No. 1/2011 on the education of people with learning disabilities, which is for the first time recognized by the education legislation, the existence of the category of children with dyslexia, dysgraphia and dyscalculia.

More specific Order 3124/2017 on the approval of Methodology to provide support for students with learning disabilities regulates appropriate assessment procedures for dyslexia, dysgraphia, and dyscalculia, as well as the type of intervention to provide individualized and personalized learning for them. We are talking about a category of children who, for decades, are in a shadow of which little is known, both among the teachers and their community.

In the present, in Romania, the specific learning disorder is not seen as a disease or deficiency, but as a special way of processing information, due to the different development and functioning of the central nervous system. It is seen as an umbrella concept for a wide variety of learning difficulties: reading, writing, calculation and mathematical reasoning.

The European Dyslexia Association (EDA) defines dyslexia as a disorder with neurological etiology, with negative implications on the acquisition of reading, writing, spelling and mathematical computation.

Romanian system understand by Dyslexia just reading difficulties, so in order to cover all area of associated diagnosis we use the concept of Specific Learning Disorders SLD (TSI: tulburări specifice de învățare).

Evaluation

In order to detect early learning disorders, a psycho-pedagogical assessment by the classroom teacher is carried out on the basis of methodological tools that are only completed by pupils experiencing learning difficulties and showing delays in acquiring school abilities. The teacher then alerts the parent/ guardian/ legal representative, psychologist, support teacher, speech therapist, teacher counselor delays in acquiring the pupil's schooling skills together with recommending that a complex assessment be carried out, if necessary.

The psycho-pedagogical assessment is mandatory and refers to:

- the establishment of the level of knowledge at which the pupil is located, in relation to the level of schooling;
- establishing the level of support needed to meet the requirements of the national curriculum;
- determining the impact that functional deficit in reading, writing or mathematical computing has on its school performance as a whole;
- identifying the learning strategies that the student applies; identifying high development skills (high performance);

The next step in identifying students with specific learning disability is to carry out a complex assessment by various methods and psychometric instruments: tests, samples, questionnaires, scales, etc., standardized and validated according to the legislation in force. The complex assessment process of students includes:

a) Psychological evaluation - which involves assessing the neurocognitive functioning profile (verbal, nonverbal, total), behavioural, emotional and motivational-emotional profile, as well as the adaptive functioning skills. In order to establish the differential psych diagnostic, specific samples of attention, memory, sensorial and visual functions, language, phonological processing skills and other cognitive functions involved in the learning process can be performed.

b) Logopedic (speech therapy) evaluation - which involves the evaluation of the oral language through a component approach (phonological, lexical-semantic, morph syntactic and pragmatic), written language: reading (the correctness expressed by the number and type of errors), the fluency in reading and the understanding of the reading text (writing and writing of numbers, correspondence between number and quantity, numerical sense- non-monolithic quantitative comparisons, correctness and accuracy), numeracy and numeracy fluency in computational operations, both in algorithms and in updating automated results, using and understanding mathematical   language,   mathematical   reasoning).

c) Medical evaluation - is performed, as the case may be, for differential diagnosis: psychiatric and neurological assessment, ophthalmic evaluation, otorhinolaryngology assessment.

The complex evaluation is performed by specialists: psychologists/ teachers, school counselors, speech therapists, physicians, etc. accredited according to the law in order to establish the diagnosis and is performed according to the provisions of the ***diagnostic manuals ICD-10 and DSM-5*** and determines the type of the disorder specific learning, as well as severity / severity level: mild, moderate, severe, which is related to the extent of the extent of the disorder and the intensity of the support, respectively the responsiveness to the intervention (David, Rosan, 2017).

Specific Learning Disorder. Diagnostic Criteria according DSM 5:

A. Difficulties learning and using academic ski lls, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months, despite the provision of interventions that target those difficulties:

1. Inaccurate or slow and effortful word reading (e.g., reads single words aloud incorrectly or slowly and hesitantly, frequently guesses words, has difficulty sounding out words).

2. Difficulty understanding the meaning of what is read (e.g. , may read text accurately but not understand the sequence, relationships, inferences, or deeper meanings of what is read).

3. Difficulties with spelling (e.g., may add, omit, or substitute vowels or consonants).

4. Difficulties with written expression (e.g., makes multiple grammatical or punctuation errors within sentences; employs poor paragraph organization; written expression of ideas lacks clarity).

5. Difficulties mastering number sense, number facts, or calculation (e.g., has poor understanding of numbers, their magnitude, and relationships; counts on fingers to add single-digit numbers instead of recalling the math fact as peers do; gets lost in the midst of arithmetic computation and may switch procedures).

6. Difficulties with mathematical reasoning (e.g., has severe difficulty applying mathematical concepts, facts, or procedures to solve quantitative problems).

B. The affected academic skills are substantially and quantifiably below those expected for the individual's chronological age, and cause significant interference with academic or occupational performance, or with activities of daily living, as confirmed by individually administered standardized achievement measures and comprehensive clinical assessment. For individuals age 17 years and older, a documented history of impairing learning difficulties may be substituted for the standardized assessment.

C. The learning difficulties begin during school-age years but may not become fully manifest until the demands for those affected academic skills exceed the individual's limited capacities (e.g., as in timed tests, reading or writing lengthy complex reports for a tight deadline, excessively heavy academic loads).

D. The learning difficulties are not better accounted for by intellectual disabil ities, uncorrected visual or auditory acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction, or inadequate educational instruction.

Note: The four diagnostic criteria are to be met based on a clinical synthesis of the individual's history (developmental, medical, family, educational), school reports, and psychoeducational assessment.

Coding note: Specify all academic domains and subskills that are impaired. When more than one domain is impaired, each one should be coded individually according to the following specifiers.

Specify if:

31 5.00 (F81 .0) With impairment in reading: Word reading accuracy Reading rate or fluency Reading comprehension

Note: Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abil ities. If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning.

31 5.1 (F81 .2) With impairment in mathematics: Number sense Memorization of arithmetic facts Accurate or fluent calculation Accurate math reasoning

Note: Dyscalculia is an alternative term used to refer to a pattern of difficulties characterized by problems processing numerical information, learning arithmetic facts, and performing accurate or fluent calculations. If dyscalculia is used to specify this particular pattern of mathematic difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with math reasoning or word reasoning accuracy.

Specify current severity:

Mild: Some difficulties learning skills in one or two academic domains, but of mild enough severity that the individual may be able to compensate or function well when provided with appropriate accommodations or support services, especially during the school years

Moderate: Marked difficulties learning skills in one or more academic domains, so that the individual is unlikely to become proficient without some intervals of intensive and special ized teaching during the school years. Some accommodations or supportive services at least part of the day at school, in the workplace, or at home may be needed to complete activities accurately and efficiently.

Severe: Severe difficulties learning skills, affecting several academic domains, so that the individual is unlikely to learn those ski lls without ongoing intensive individualized and specialized teaching for most of the school years. Even with an array of appropriate accommodations or services at

home, at school, or in the workplace, the individual may not be able to complete all activities efficiently.

   Following the comprehensive assessment, the diagnostic certificate is issued, specifying the level/ degree of severity.

   The DSM-5 proposes the following diagnostic criteria for specific learning disability delimitation:

- Reading is done with many difficulties, it is significantly disfluent
- The reading level of the readings is very low
- The paper presents a number of problems (omissions, substitutions or additions of phoneme vocals or consonants)
- Difficulties in drafting the text read
- Difficulties in using numbers
- Difficulties in materializing mathematical thinking

   The diagnosis of dyslexia or dysgraphia is placed in the second grade after the student has already trained the learning of the letters.

   The diagnosis of dyscalculia is established in the 3rd grade.

   Diagnosis of specific learning disability is excluded in the following cases:

- IQ is less than 85 - in the presence of an intellectual disability or liminal intellect
- unspecified auditory or visual sensory defects
- psychiatric or organic neurological or functional neurological disorder
- learning opportunities: lack of exertion, absenteeism, prolonged hospitalization, belonging to disadvantaged groups, non-attendance of pre-school education, precarious or insufficient education
- psychosocial disabilities
- other external influences relevant to the acquisition process

   In the case of children with intellectual disabilities and those with liminal intellect, the period of diagnosis of dyslexia is prolonged until the end of the 2nd class and the diagnosis is that of writing, reading disorder.

   The specific learning disability can occur at any level of normal intelligence and is not explained by lack of exercise, lack of motivation, emotional factors, or poor teacher training. It does not depend on the socio-cultural level of families.

   According to Order 3124/2017, annual reassessments are made to re-establish the severity of the specific learning disability in order to adapt the intervention and to avoid situations where dispensing measures and compensatory instruments are granted to wrongly diagnosed children.

Support

The diagnosis of Dyslexia and/or Specific Learning Disabilities is made by the psychologist accredited by Romanian Psychological Council (COPSI: Colegiul Psihologilor din România) with competencies in clinical psychology or special education.

Primary intervention can be performed by clinical psychologist in the limit of 5 session and further if necessary logopedic intervention for prevention and rehabilitation can be performed by special education psychologist.

Clinical psychologist work in pediatric neuropsychiatric hospital or in private cabinet also accredited by COPSI and special education psychologist work exclusively in accredited private cabinet, where parents pay for this services.

Free of charge support for TSI children is offered in school through County Resource and Educational Support Centre (CJRAE: Centrul Județean de Resurse și Asistența Educațională), an institution which function since 2003 and it is subordinated to County School Inspectorate (ISJ: Inspectoratul Școlar Județean). CJRAE send in school both speech therapists and school counselors. Working under Education Ministry umbrella these speech therapists do not need COPSI accreditation, but only proper university studies of Psychology or Special education. Since Order 3124/2017 their activity is better justified, because special TSI certificates are available for Dyslexic children with normal intellect. An limit of this order is that special support is offered only for children from primary school. This TSI (LSD) certificates are different from CES (SEN) certificates which are offered for children with special educational needs, with mental, sensory, motrical disability, with disorders from autistic spectrum or ADHD associated, which can have reading, writing and calculating problems, wrongly diagnosticated as Dyslexia, Dysgraphia or Dyscalculia, as secondary effects and which are meant to work with the support teachers.

There are also different type of NGO or professional association who can work with LSD and other type of categories of disabled children, usually during different projects with or without cost. They can not officially call their activity therapy, but rehabilitation activity.

1.2. THE AIM AND IMPORTANCE OF THE STUDY

Dyslexia is widely known but still not very well understood specific learning disability. 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 and SLD 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 aimes also at finding out what is necessary to be done to ensure that these students are well-prepared for this transition.

This Need Analysis is prepared based on the feedback collected from the participants from all three target groups (teachers, students with dyslexia and their parents) in Romania. The results (along with the results got by other partners) will be used as a base for development of the Transition Support Kit components later on in the project.

1.3. LIMITATIONS

Some of the limits of this study are related with Romanian National context, such as:

- There are no official data on the number of children or adults with Specific Learning Disabilities.
- There is no clear and systematic prevention and screening procedure
- Many children are not properly diagnosed;

  But we identified also limits related with our research:

- Once we had started to apply the questionnaire, we noticed that some of the questions were not structured enough (e.g. items with double denial); the design of the questionnaire only allows an item by item interpretation; it is very difficult to use this questionnaire to make comparisons between groups comprehension of different aspects;
- Even though we had started from the begging to select the target group with the help of speech therapist, at the end of the first evaluation month we were having a very small number of subjects of 5th grade, that is why we decided to work also with 6th grade children, asking everybody involved to think about 5th grade period;

- We had 2 cases signalled as presenting SLD, but after the interview with the mother, the student has been identified as having a TSA diagnosis and we have decided not to insert it in the study group, as the results could be biased by this fact.

2. METHOD

2.1. THE STUDY GROUP

The study group is composed of 6 students, 11 parents and 20 teachers, coming from 4 different schools form the city of Oradea, Bihor County, Romania. The subjects were both Romanian ad Hungarian, the teachers mostly females according to the system specific.

The students are enrolled in the 5th and 6th grade and they have been identified by the school speech therapist as presenting learning difficulties. Not all of them have been officially diagnosed with Specific Learning Disorders (SLD).

The teachers are those who are teaching at the classroom where the students in the study group are enrolled or teachers who had worked with them in the primary school.

The parents are the tutors of those students but there are also cases of parents who's children has not answer to the questionnaire.

2.2. SURVEY

For data collection we have used different questionnaires suited for each category of participant in the target group: for students, for parents and for teachers. The questions used are: open-ended question, closed-ended questions and Likert scale as well. The questions were translated by the team in Romanian, keeping the exact ideea, with one specification: considering in our country Dyslexia is understood just like reading problems we replaced it in the text with SLD, in order to gather acurate information.

The questionnaire for students includes 10 questions about:

-The Perception Of Secondary School Difficulties

-Study Skills

-Kind Of Supports In School And Home

-Life In School (Feelings And Relationships)

-Out Of School Activities

The first question focuses on the perception of the difference between the primary school requirements compared to those in the 5th grade.

For study skills and learning ability the self-assessment includes aspects from: level of reading skills, text comprehension, writing, knowledge of grammatical rules, and appreciation of

the emotional state experienced in the tests. It records the answers on a Likert scale, from 1 to 6 and at the end it gives an open-ended question opportunity for aditional information regarding this aspect.

The Survey among Parents of pupils with SLD includes 10 questions that aim to evaluate:

- Changes in Attitudes Toward Schools

- Parental Perceptions of Their Child's Success

- Kind of Supports in School and Home

- Knowledge About Child's Educational Rights

- Knowledge about Help Centres for Dyslexia

- Out of School Activities

- Need for Special Training Regarding Dyslexia

The Teacher Survey includes 10 questions about:

- Pedagogical Experience and Training of Dyslexia

- Knowledge About Dyslexia

-Trainings on Dysleksia

- Recognize dyslexic students

- Skills/ Ability to help dyslexic students

- Difficulties of adaptation to middle school

- Kind of Supports for Social Relations

- Kind of Supports for Academic Succes

- Knowledge about National Legislation Regarding Dyslexia

- Communications with parents for dyslexic students

- Need for Special Education Regarding Dyslexia

2.3. DATA COLLECTION PROCEDURES

Asociația CES signed from the begining of the project partnerships with Bihor Country School Inspectorate (ISJ Bihor) and County Resource and Educational Support Centre Bihor (CJRAE Bihor). The purpose of this was to get access in the schools, to carry out the data collection procedure and later to implement the pilot study.

CJRAE Bihor has a network of 13 speech therapist in schools all over Bihor County. They identified through their network of school speech therapists the target group of students, parents and teachers.

Four speech therapist offered their services for DysTrans project, therefore 4 schools were selected to be part of the Need Analyse: "Roman Ciorogariu" Orthodox High School from Oradea,

"Szacsvay Imre" Gymnasium School from Oradea; "Octavian Goga" Gymnazium School from Oradea, "Iuliu Maniu" Greco-Catholic High School from Oradea.

A team of 2 was formed in each school: the speech therapist of the school working together with a member of the project team, a special education therapist or a support teacher from Asociația CES. They applied the questionnaires, face to face, to the target group, explaining the correct way to complete the questionnaires and giving them enough time to answer the questions, also collecting data not mentioned in the questionnaire and making usefull observations for the interpretation during March and April 2018.

A number of 6 questionnaires were applied to students in the 5th and 6th grade, 11 for parents of these students and 20 questionnaires to their teachers and delivered for interpretation to the project team from Asociația CES.

2.4. DATA ANALYSIS

Once the questionnaire completed the project team from Asociatia CES reunited in orther to proceed with the Need Analysis. The members involved in the data collecting sumarised all problems they were confronting with and the tasks were split. The project team divided in 4 small teams:

- Team 1, including project coordinator working on 1. Introduction and 4. Results;
- Team 2, including the teachers involved in data collecting working on 2. Method and 3.1. Findings among children;
- Team 3 working 3.2. Findings among parents;
- Team 4 working 3.3. Findings among teachers.

The data collected has been analysed through quantitative methods (frequency analysis in multiple choice questions, doubled by charts) and qualitative methods, as the survey has structured, unstructured and semi-structured questions, using for description also the observation during survey.

All the parts were put together and completed by project coordinator.

3. FINDINGS

3.1. FINDINGS OF THE SURVEY AMONG STUDENTS

3.1.1. Age and grade

The students in the target group are aged between 11 and 13, there are 5 boys and 1 girl, enrolled in the secondary school, 5th and 6th grade, 47% of the participants were 11 years old, 34% were 12 years old and 19% of the students were 13 years old. (Figure 1)
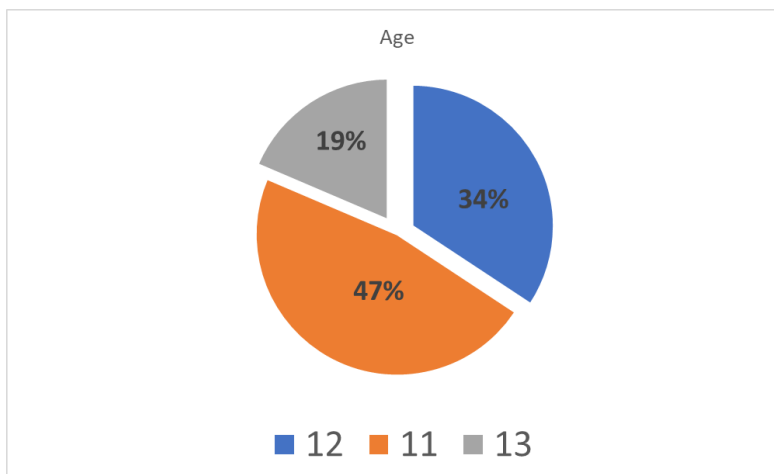

Figure 1. Age of students

3.1.2. The perception of secondary school difficulties

6 out of 6 students identified secondary school as more difficult than the primary school, having a percentage of 100% on this matter (Figure 2) and the reasons given were: more subjects studied in secondary school (2 students), more homework (3 students), more hours per day spent in school, the teachers are changing for every subject, its tiring and difficult, the teachers don't explain good enough for everybody to understand (2 students), if I make a mistake I receive extra exercises as homework, I study many hours at math and I forget everything, there are many subjects that I everyday need to study for.
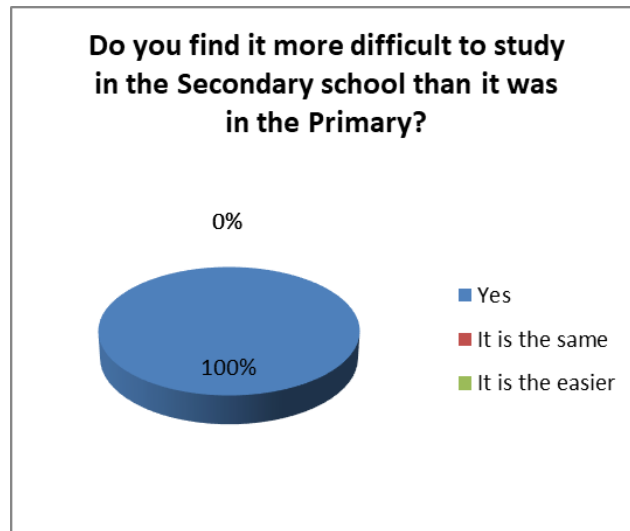
Figure 2. Perception of Secondary School Difficulties

3.1.3. Study skills

The students were asked to rate their study skills (1 meaning is very poor or in adequate, and 6 is excellent). When examining the responses of students to how they rated their study skills (Figure 3):
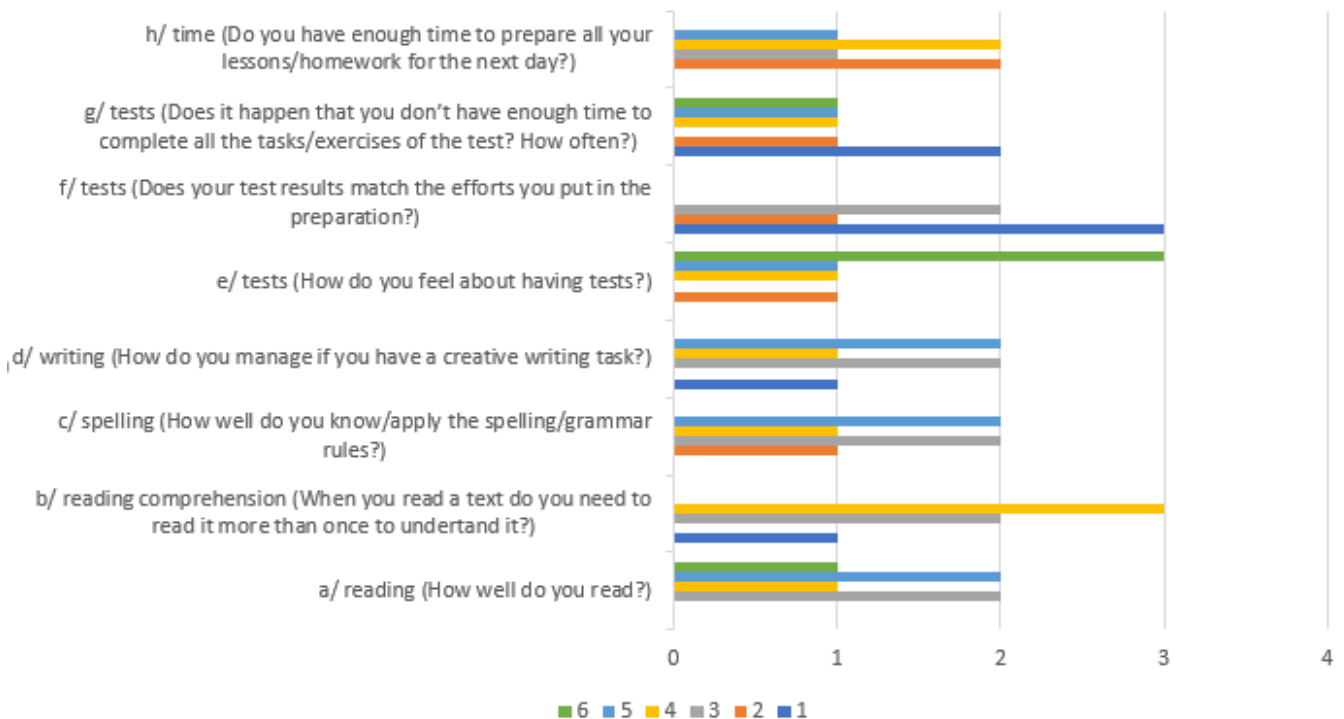

Figure 3. StudysSkills

- ✓ In terms of reading level: 17% of students are very good or excellent and 33% are good or moderate. None of them saw themselves as being poor or inadequate at this ability.

- ✓ In terms of reading comprehension level: 50% of students are very good, 33% are moderate and 17% are very poor, but none of them saw themselves as being excellent, very good or inadequate at this ability.

- ✓ For level of knowing/applying the grammar rules: 33% of students are very good or moderate, 17% are good or inadequate and none saw them themselves as very poor or excellent.

- ✓ For managing a creative writing tasks: 33% of students are very good or moderate, 17% of students are good or very poor, but none sees himself as being excellent or inadequate in terms of this ability.

- ✓ In terms of how they feel about having an exam: 50% of students have the highest level of anxiety towards having an exam and 17% and none gave the lowest scoring on it.

- ✓ For test results and effort: 50% of students state that their effort does not reflect in matching the test results at all, 33% consider that is a moderate relation between effort and result and 17% feels that that the proportion is inadequate. None of them gave the answers 5 or 6, as perceiving the proportion between effort and result as being fair or excellent.

- ✓ In terms of completing the exam/test in time: 33% of the students stated that they canot complete the exams on time at all.

- ✓ For time preparation for tests/homework 33% of the students found time as being either inadequate or good enough and 17% found time as being moderate or plenty in order to study for the next day. None of them found preparation time as being excellent or not enough at all.

As shown in the chart, the highest results (3 students) were collected from the items regarding tests (effort-result proportion-the lowest scoring and feelings towards tests-highest scoring) and in reading comprehension on a good level. As comments regarding the effort put in the preparation for tests, the students have identified the fact that even if they do prepare more for them, they usually get low grades and they feel anxious the night before thinking to how difficult it will be and to the result of it. One student has even said that she cannot sleep the night before the test and that she wakes up often thinking about the next day. As comments for reading comprehension 3 students have mentioned the fact that they need to read a text many times in order to understand it.

 For creative writing, no student gave the highest answer. As comments for writing, 1 student feels like he is totally inadequate for this skill and for 1 student his ability is related to the length of the task.

3.1.4. Kind of supports in school and home

The students were asked next to rate the support they have received in primary school and the support they receive in secondary school.

2 out of 6 students have found primary school more supportive than secondary school, compared to home support which has been identified as constant during the primary and secondary school. 1 student, in secondary school, has received more support being put closer to the teacher and having individual extra lessons and at home the parents decided to put him in extra lessons with math and English professor.

The extra support identified for school has been: speech therapy, counseling, CES certificate which allowed him to have a support teacher in primary school.

The frequency analysis, as seen in Figure 4, shows that the highest scoring, 100% of the students, found as supportive the fact that they were allowed to answer orally to the questions in the classroom.

✓ 83% of the students did not have reduced amount of homework in primary school.

✓ 83% of the students found supportive when task instructions were read aloud by the teachers and when and their peers attitude towards them.

✓ 67% of the students found supportive the fact that they have received additional help/support from a SEN teacher; psychologist, etc.
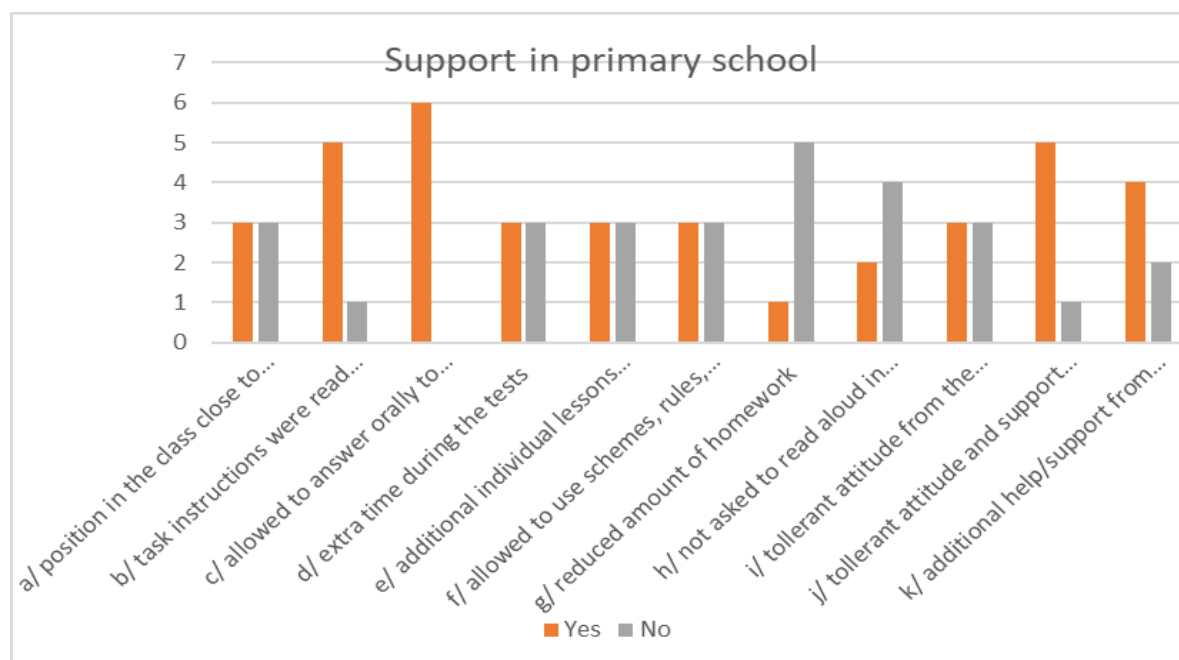

Figure 4. Support in primary school

In secondary school, as shown in Figure 5, the highest support perceived by the students is the fact that they are given extra time during the tests, 100% of them answered positive regarding

this matter. By contrast, 100% of them are not allowed to use schemes, rules, formulas during the classes.

- ✓ 67% of the students are positioned closer to the teacher or the tasks are read aloud by the teacher. And on the negative side 67% of the students have answered that they are not asked to read aloud in front of the class and the teachers do not have a tolerant attitude towards them.

- ✓ 17% of them have additional individual lessons with the teacher/s on the subjects they have difficulties with or have reduced amount of homework.
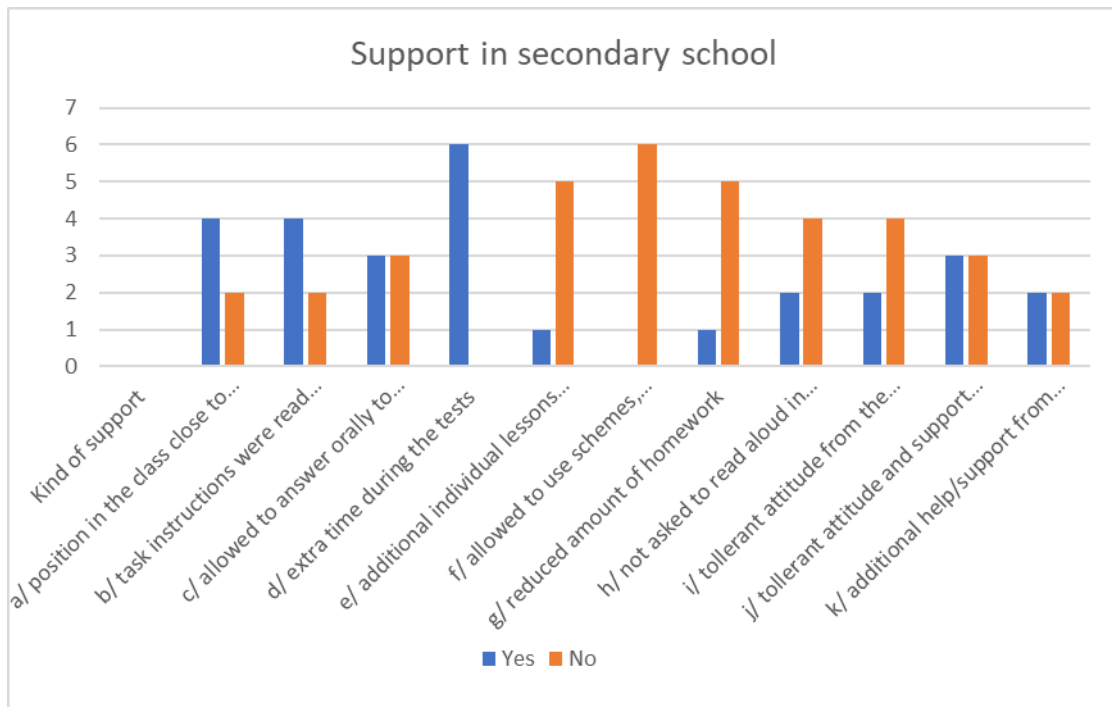

Figure 5. Support in secondary school

Regarding the support they have received in primary school at home, as seen in Figure 6:
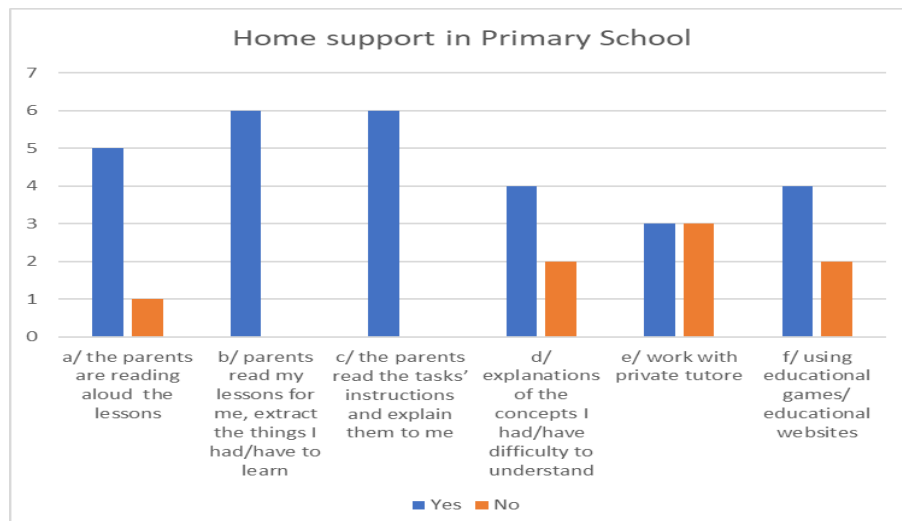

Figure 6. Home support in primary school

For all students, 100%, in primary school, the parents read the lessons for them, extracting the necessary things and the parents read the tasks' instructions and explained them to them. For 87% of them the parents are reading aloud the lessons and for 67% they are receiving explanations of the concepts they had difficulty to understand or they used educational games/ educational websites.
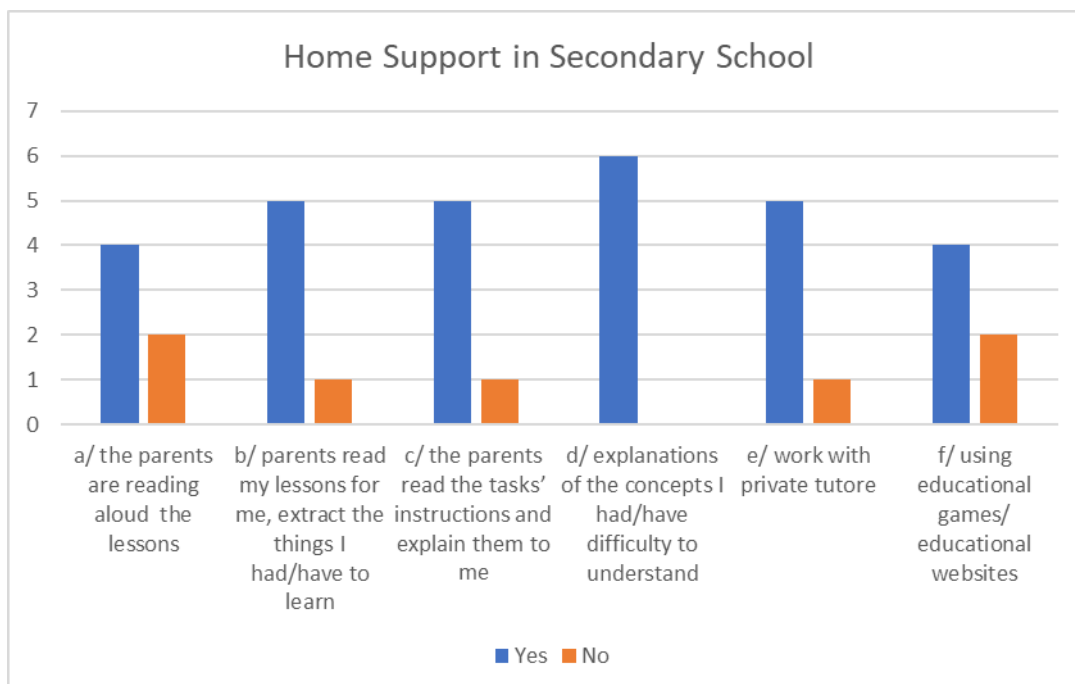

Figure 7. Home support in secondary school

Regarding the support in secondary school (Figure 7), we see that for all the students, 100%, the parents are explaining the concepts they dont understand and for 87% of the students the parents read the lessons, extracting the necessary things, the parents read the tasks and instructions explaining them, and a higher percentage of the students, compared to the primary school, are working with a private tutor.

Comparing figures 6 and 7, we can see a decrease in reading the lessons and task instructions from primary to secondary school but an increase in concept explanations.

3.1.5. Life in school (feelings and relationships)

4 students (67%), have answered that they feel good at school and 2 (33%) that they feel so and so. They feel good at school because of: sport hour, break, some teachers, speaking with their teacher, having good relations with some peers. What makes them not to feel good are: being bullied by their peers (4 students), the behavior of some teachers, getting nervous on some tests.

Their social relationship in primary school is seen as being good towards colleagues and teachers by all 6 students, compared to secondary school where 3 of them started to feel bullied by their peers.

3.1.6. Out of school activities

2 students have out of school activities: theater, swimming. The rest do not participate in these activities, the reason given were: "I don't like them", "The others don't accept me because of my ADHD", "I have not been invited".

3.2. FINDINGS OF THE SURVEY AMONG PARENTS   EROARE! MARCAJ ÎN DOCUMENT NEDEFINIT.

3.2.1. Changes in attitudes toward schools

Refering to the change of the attitude of the child towards school during the transition from the primary cycle to the gymnasium cycle it is found that from the 11 completed questionnaires, 8 parents found changes, 2 parents say there are no changes in the attitude of the children compared to school and one is indecided about this.
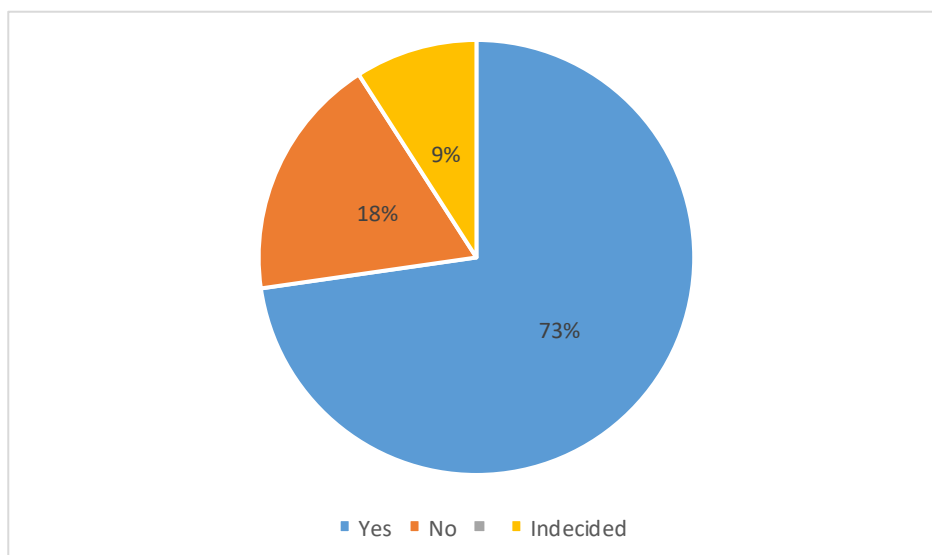
Figure 8. Changes in attitudes toward schools

The behaviors observed by parents at their children reflecting the attitude of children towards school as a refusal to go to school in a situation at both educational cycles, just in a situation at the gymnasium cycle, and in 9 cases it was not found the presence of this phenomenom. The problematic issues are accompanied by comments that involve negative emotions generated by difficulties related with heavy disciplines, information presented without the consolidation of prior knowledge.

The moment of going to school does not cause a crisis issue for any of the children. Instead, in one case, the moment of going to school produces unhappiness, the moment of return home produces happiness, both in the primary and the gymnasium, and for two issues these manifestations occur only at the gymnasium cycle, especially in the issues in which are announced evaluation tests. In one case, these occur only in the primary cycle, while in both learning cycles in 8 issues this attitude is lacking.

In the 11 issues surveyed, parents noticed the children's interest in lessons at both primary and lower secondary levels, in one of 11 cases there was a fluctuating interest.

Parents say that they do not know about what is happening at school from the children's accounts in 3 out of 11 issues, respectively, parents receive information from children in 8 cases at both educational levels.

Problems related to absenteeism in primary and secondary school were identified in 7 out of 11 issues, and in 3 issues these problems were identified only at the gymnasium cycle.

The children dislike the activities of written and reading, both in the primary and the gymnasium cycles in 4 issues, and in two issues in the primary cycle they were accepted, becoming

unpleasant in the gymnasium cycle. In two other issues at both educational levels these activities were not rejected by children from the perspective of their parents.
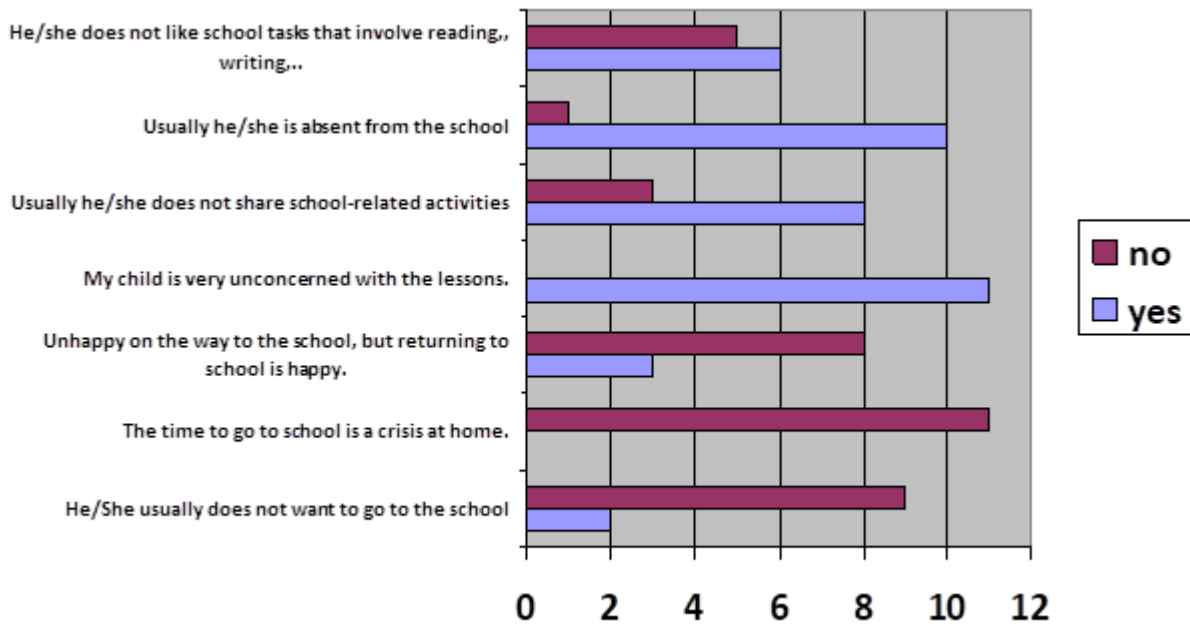

Figure 9. Behaviors or reactions of students in primary school

At the level of the primary school, 100% of the parents declare that their own children are interested in lessons, item d), and the lowest percentage of 0% was recorded under item b) referring to the crises that children manifest before to go to school.
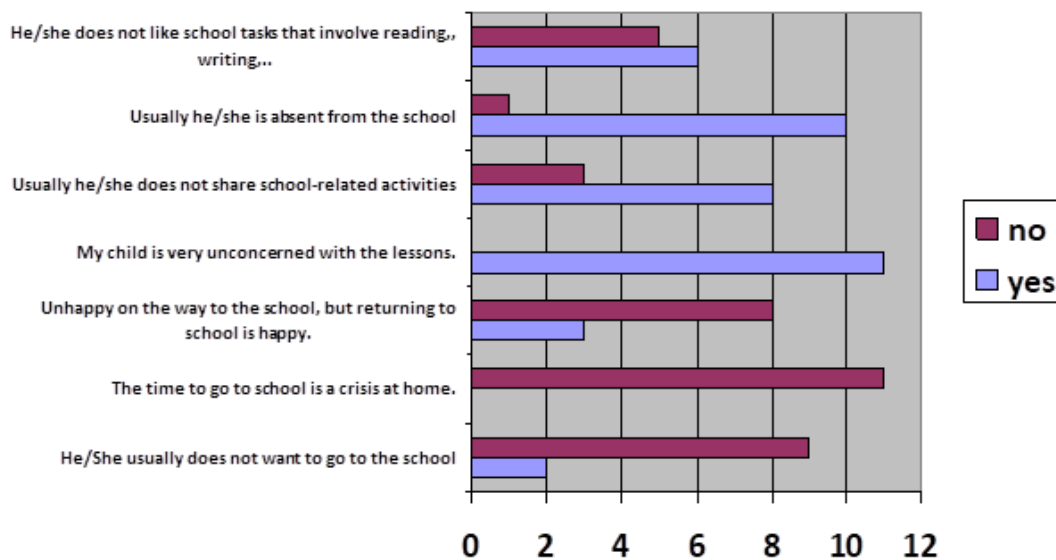

Figure 10. Behaviors or reactions of students in secondary school

At the level of the gymnasium, it is found that most of the 100% positive responses were registered in the context of children's interest in lessons, item d), and the fewest positive responses,

0% is recorded under item b), respectively the crises that the child manifests upon leaving to school, a situation similar to that recorded in the primary education.

3.2.2. Parental perceptions of their child's success

As far as the perception of parents is concerned about the behavior of their own child compared to other children in the class, the results show a lower level of success of TSI children compared to that of classmates in 6 out of 11, (54,5%) while other parents consider that the prospect of success at school, children are at the level of classmates.
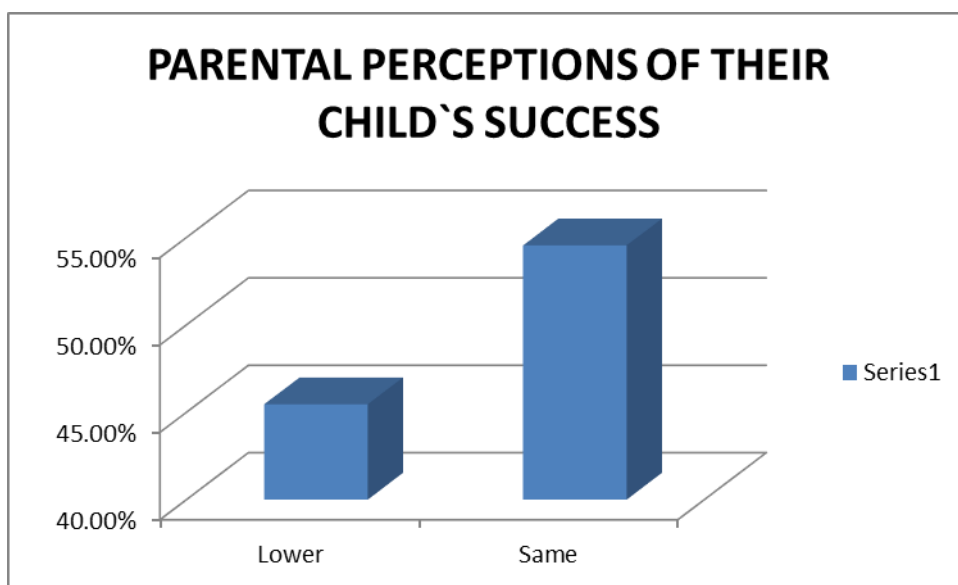

Figure 11. Parental perceptions of their child's success

3.2.3. Kind of supports in school and home

Regarding the support the parents thinks his child receives at school the findings are as follows:

> - From the point of view of the placement of the child around the teacher, in 7 cases out of 11 there is no proximity either in the primary or the gymnasium cycle, and in 4 cases the parents stated the opposite of both cycles of education.
> - Giving help as task instructions were read aloud by teacher does not exist in 3 issues for both educational cycles, only in the primary cycle in 3 cases, continues in the gymnasium cycle in 4 cases and there is a lack of information under this aspect for the gymnasium cycle in one case, although on the primary cycle this type of support existed.

➢ As far as ICT support is concerned, in 8 cases it did not exist at any educational cycle, in one case it only existed in the primary cycle and exists in both educational cycles for two pupils.

➢ The pupils were given a summary of the lessons at the end of the activity in 3 cases at both cycles of education, in 3 cases only in the primary cycle and not at all in five issues related by the parents.

➢ The written evaluation was replaced by the oral one in two issues for both cycles, a situation only at the primary cycle, one only at the gymnasium cycle, no such support was present in 6 cases, and in one issue the parent stated that the two forms of evaluation co-existed. Thus, in the proportion of 27% both in the gymnasium cycle and the primary cycle the oral evaluation was replaced by written evaluation forms.

➢ For written tests students are given extra time to work in an issue at primary school, one case in the gymnasium cycle, in 2 cases in both education cycles, and in 7 cases the parents state that they do not exist. Therefore, in the proportion of 27% primary school pupils have benefited from additional working time for written tests, a proportion that is also maintained in the gymnasium cycle.

➢ Time is offered to correct the work on both educational cycles in 4 issues, it was provided only in the primary cycle in 2 issues, and in 5 cases it did not exist at any educational cycle. For the correction of their own works, the additional time is 54.5% in the primary cycle compared to 36.3% in the secondary cycle.

➢ Specific activities to stimulate/enhance attention have been observed in 3 cases in both education cycles, and in 7 other cases there is not exist at any educational cycle, and in one case it was only at the primary cycle. In the proportion of 36.3% in the primary cycle, attention was paid to the primary cycle, and in the gymnasium cycle, the proportion decreased to 27.2%.

➢ Support from a specialist / psychologist exists in 4 issues in both cycles, only in the primary cycle in other 3 issues, only in the gymnasium cycle in one case and there are not at all in 3 cases. The support provided by the specialist / psychologist is 63.6% for the primary school pupils, the proportion decreasing to the gymnasium level to 45.4%.

➢ Support given in the form of additional lessons is given in 5 issues in both education cycles, only in the primary cycle in 2 cases, in the gymnasium cycle in one case and there is no one cycle in 3 issues.

➢ The number of themes is reduced in 8 cases out of 11 in both education cycles, in one case only in the primary cycle and in one case in the gymnasium cycle and in one case, after the explicit request of the parent, the number of themes was reduced.

➢ It was found the existence of a tolerant attitude from the teachers in 2 cases only at the gymnasium cycle, in 3 cases only in the primary cycle, respectively in 3 cases the parents consider that this did not occur at any educational cycle and in 3 cases the attitude tolerant of teachers / colleagues in both educational cycles.

Thus, the tolerant attitude of teachers does not make great differences from one level of education to another, at the primary level there is a 54.4% share, while at the gymnasium it drops by 45.4%.

Divided, at the level of the primary level, respectively of the gymnasium level for each item of the question, the results are transposed in the following graphs:
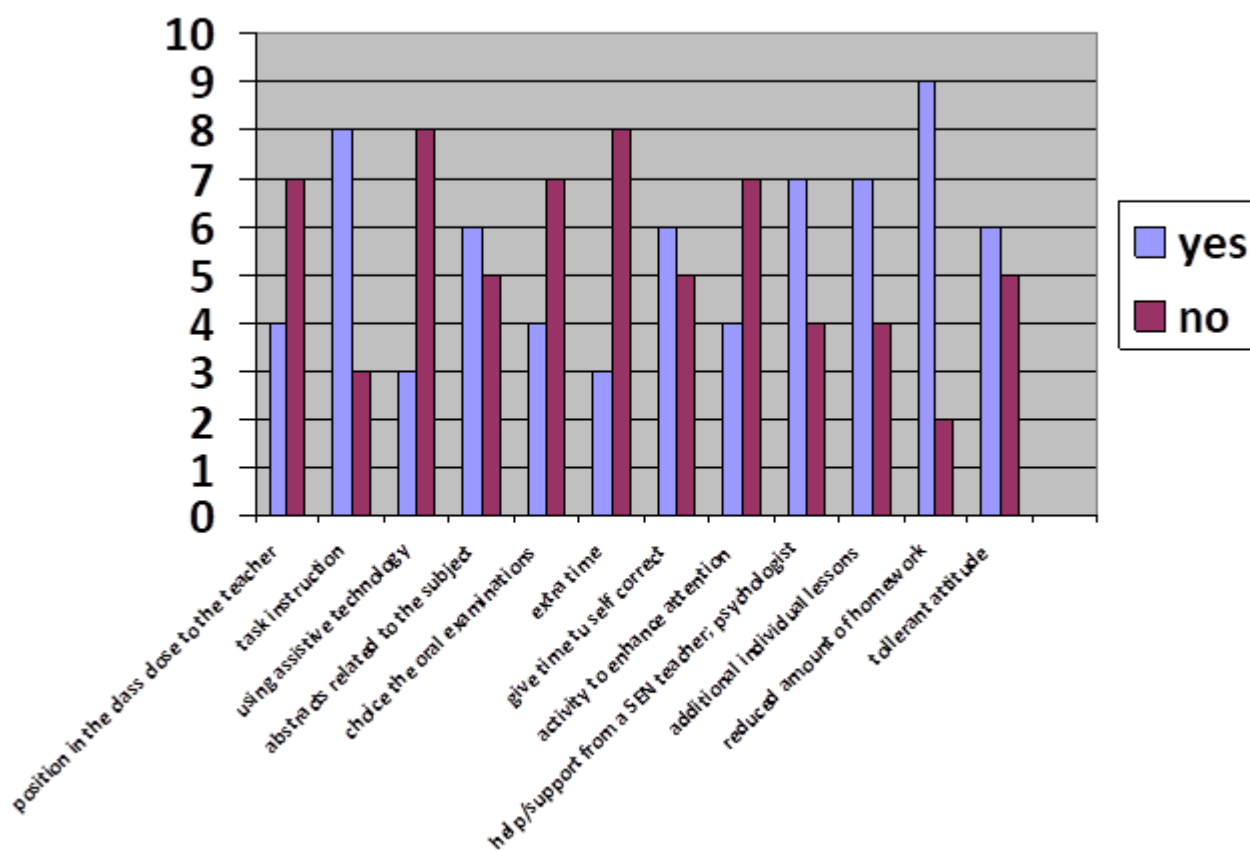

Figure 12.   Teacher's support in primary school

At primary-level level, it was found that most positive responses, 81.8%, were recorded in item k), which refers to the reduction of homework in children with SLD, and most of the negative responses were registered in item c), Using of assistive technologies such as computers and tablets and item f) extra time during the tests, 72.7% of the total of 11 questionnaires applied to the parents,
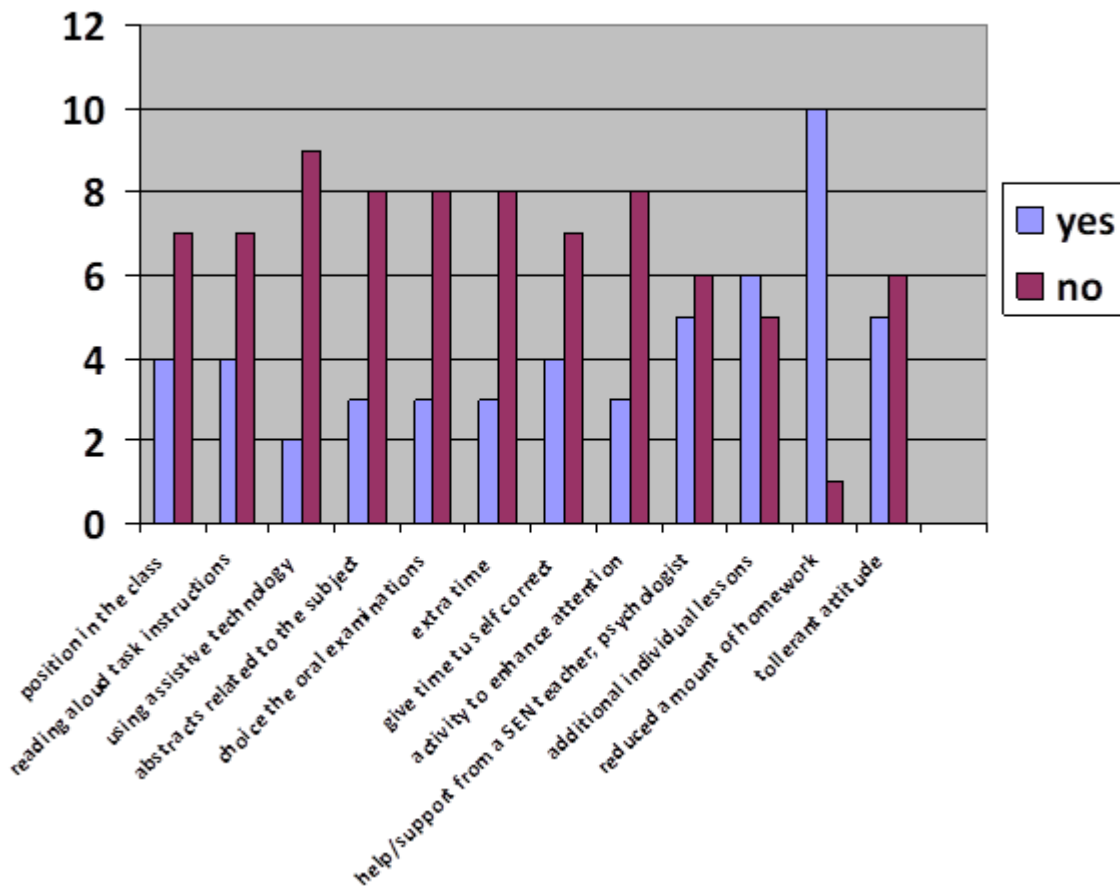
Figure 13. Teacher's support in secondary school

At gymnasium level, it is noted that the highest proportion of positive responses was 90.9% for k) Reduced amount of homework and the highest number of negative responses, 81.8% was recorded at item c) Using of assistive technologies such as computers and tablets slightly higher than the one found in the primary cycle for the same item.

In the chart below are presented the quantitative results for each item in the question at the level of primary education. (Figure 14)
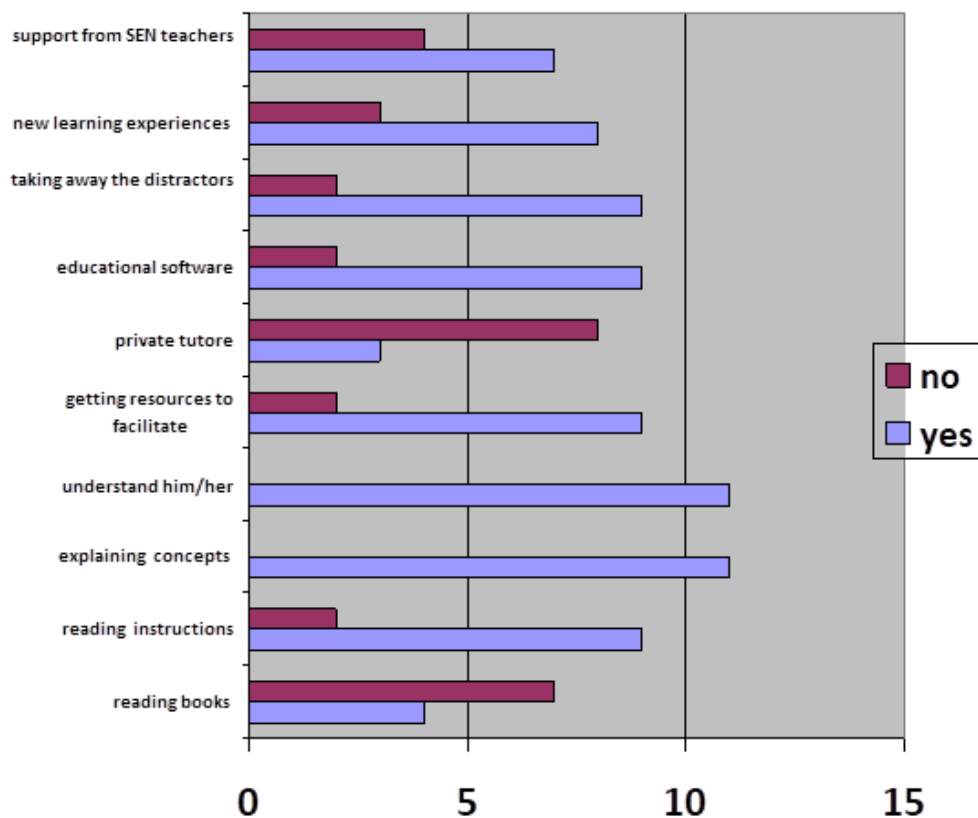
Figure 14. Home support in primary school

In the primary cycle, it is found that 100% of the parents are interested in understanding their children and trying to explain their key concepts in lessons as best as possible, and the lowest percentages have been obtained by providing a guard / shadow for children at activities, 27.2%, only 36.3% of parents are looking to get informed through specialized articles, books on the specifics of the SLD.

The quantitative results obtained in the gymnasium cycle for each item are presented in Figure 15:
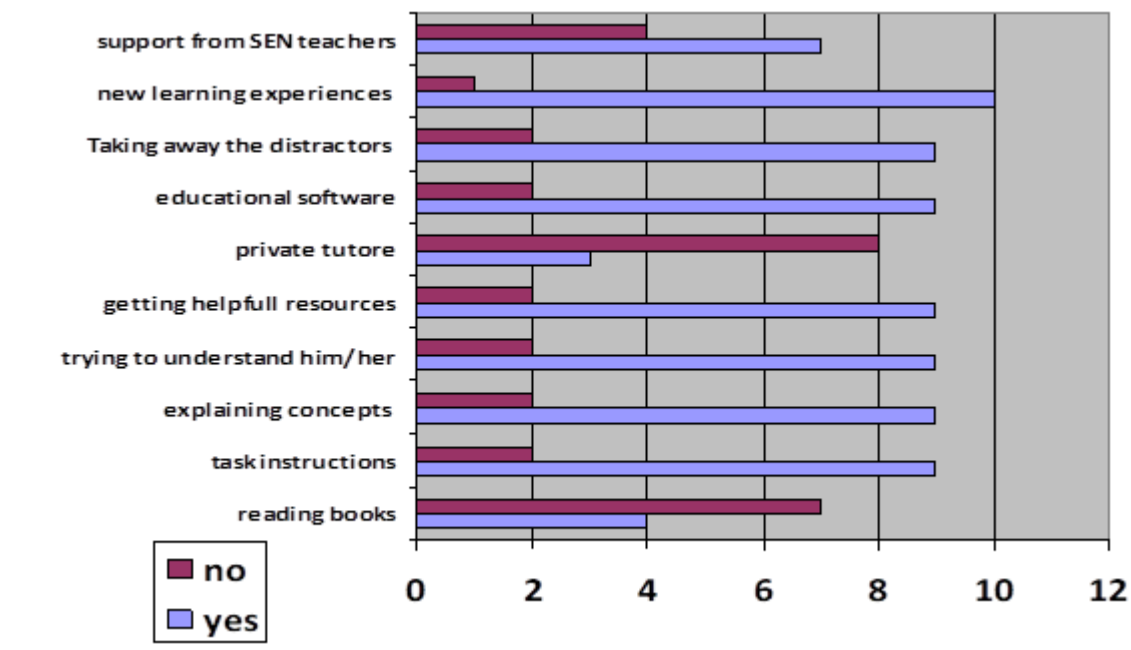
Figure 15. Home support in secondary school

Taking into account the 11 questionnaires applied at the gymnasium cycle, it is found that the highest percentage was obtained at item i) referring to the extra-curricular activities in which the children are involved, namely 90.9%, and the lowest percentage was obtained at item f) which refers to the use of resources to help children learn the learning process, 18.1% of the total of the answers considered.

Children receive home help in various forms:

➢ Parents are informed about the specifics of dyslexia in books and specialized articles in 3 cases out of the 11 analysed at both educational cycles, in one case the parents started to learn only from the gymnasium cycle, in one case the parents have collected information during the primary cycle and in 4 cases the parents were not informed from the mentioned sources in any educational cycle.

➢ Parents are involved in further explaining the guidelines for their children in 8 cases in both educational cycles, in one case in the primary and one in the gymnasium cycle, and in one case the parent does not explain further the tasks instructions of work in any cycle education.

➢ Parents provide additional information to children explaining their key lesson concepts in 9 cases to both cycles, in one primary and one gymnasium cycle.

➢ Parents make efforts to understand the needs of their own children in 9 cases in both educational cycles, and in 2 cases they are interested in this issue only at primary level.

➢ Parents use resources to help children in the learning process in 9 cases out of 11, and in 2 cases they did this only at gymnasium.

➢ Children were offered a tutor / shadow in 3 cases for both education cycles, the tutor being the parent, and in other cases this was not done. Parents were able to provide permanent support to children during the course of study in a relatively small proportion of 27.2% in the primary and secondary school cycles of the total number of answers analyzed.

➢ Child support in the form of educational games / sites is identified in eight cases at both educational levels, in one case only at the primary level, in a case only at the gymnasium cycle, and in one case aspect was not mentioned in any educational cycle.

➢ Parents aim to eliminate TV disturbing factors, computer games, tablets in 9 cases, and in 2 cases parents do not monitor children's access to TV, computer games, tablets. In a relatively large proportion, 81.8%, parents are concerned about the elimination of disturbing factors around children, both in the primary and the gymnasium cycle.

➢ Parents are involved in providing additional support to children through a teacher who works with children with special needs, a psychologist in 6 cases at both cycles of education, in one case only at the primary level, in a case only at the gymnasium cycle, and in 3 cases the parents do not get involved.

3.2.4. Knowledge about child's educational rights

Regarding parental information about the legal rights of their children, it is found that in 10 cases this is known by parents and in one case the parents do not have information about the legal rights of their children.
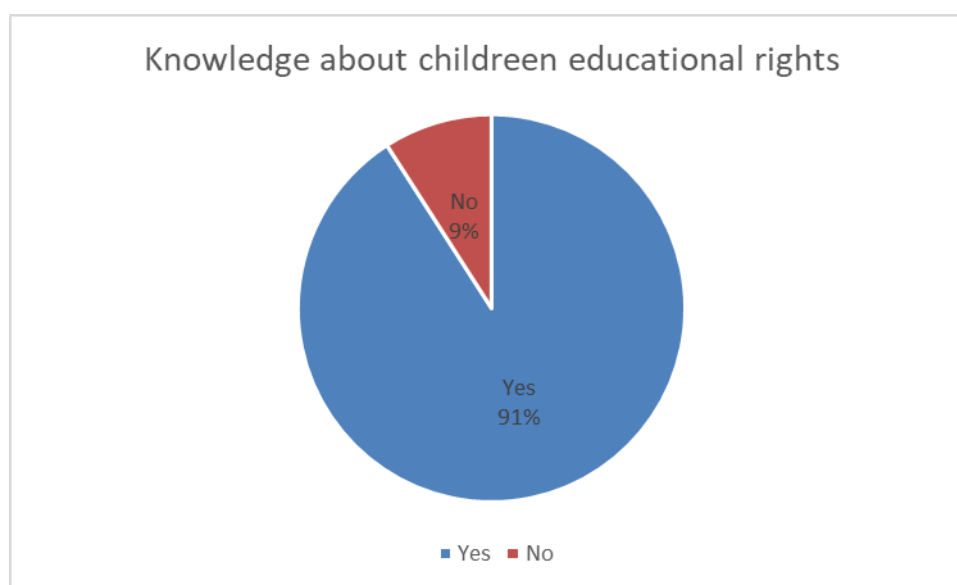

Figure 16. Knowledge about children`s educational rights

3.2.5. Knowledge about help centers for Dyslexia

Parents do not have information about the existence of centers to help their children to overcome their specific problem in 3 out of 11 cases, while 8 parents have knowledge of this.
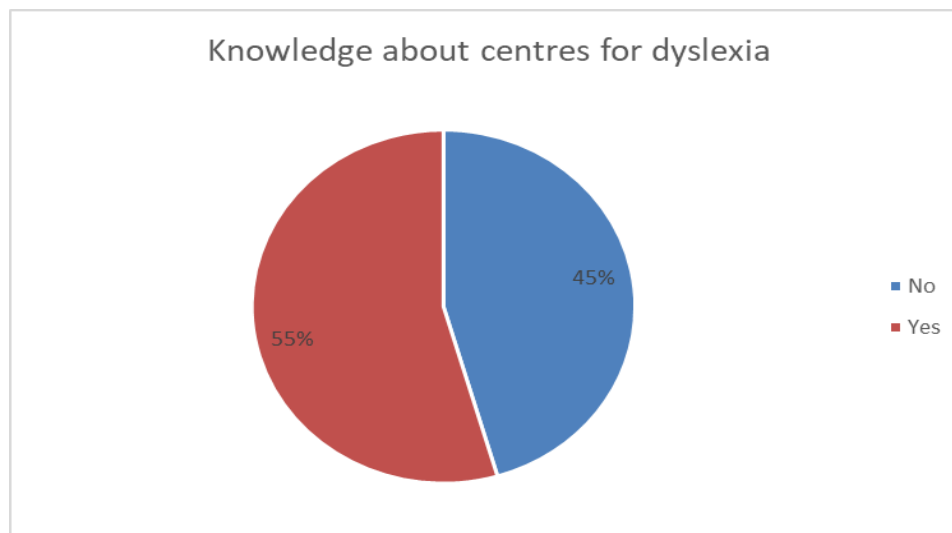

Figure 17. Knowledge about centers for dyslexia

3.2.6. Out of School Activities

Parents are interested in involving children in artistic or sports activities in order to provide them with other learning experiences in 8 cases at both cycles of education, in 2 cases only at the gymnasium cycle and in one case the parents do not attach importance to this aspect to no education.

As extra-curricular activities there were listed by parents the following activities: sports activities, excursions, camps, local projects, socializing with other children by 9 interviewed parents, while 2 parents say their children are not participating these types of activities.

3.2.7. Need for special training regarding dyslexia

Regarding the parents' need to participate in training on dyslexia, it is found that 9 (81,8%) are interested parents, while 2 parents do not wish to participate in trainings on this subject. In the proportion of 81.8% shows that parents are interested in attending dyslexia training courses, out of the total number of analyzed answers.

Figure 18. Need for special training about dyslexia

3.3. FINDINGS OF THE SURVEY AMONG TEACHERS

3.3.1. Pedagogical experience and training of Dyslexia

After analyzing the 20 questionnaires applied to teachers from primary and gimanzium education shows that the arithmetic mean of pedagogical teaching years is 20.7 . Also we can observe that only 15% of them have less than 10 years of pedagogical experience in the field, 30% have an experience between 10 and 19 years, 35% have a work experience between 20 and 29 years and 20% of the teachers surveyed have a work experience over 30 years.
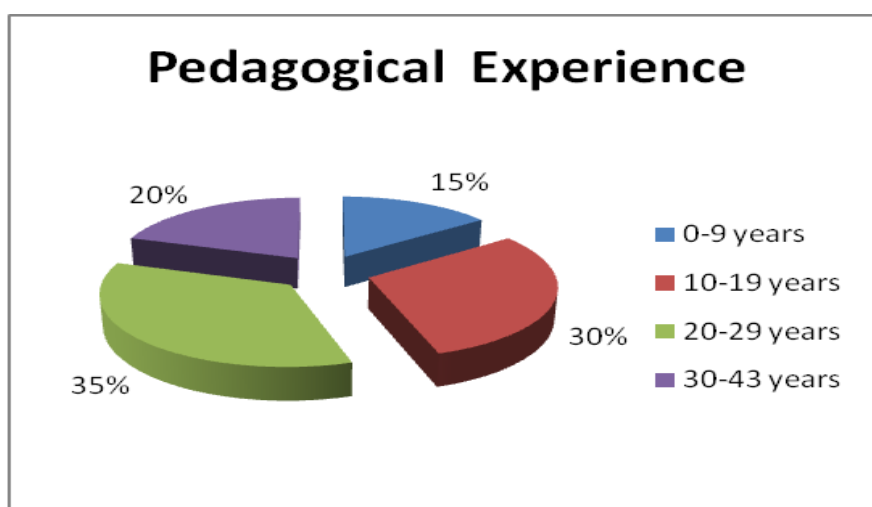

Figure 19. Pedagogical experience

An interesting thing to note is that from the five teachers who participated in previous training on SLD, 2 consider that they wouldn't need additional training, and 3 believe that such trainings would be useful. 15 teachers said they did not participate in training on specific learning disorders and of these, 12 considered that it's required an additional training on the subject, such trainings are useful and welcome; the other three teachers consider that trainings on this subject may not be a concern to them.

3.3.2. Knowledge about Dyslexia

The results point us that the teachers surveyed state that they have a good capacity to recognize when the learning difficulties of a student are tied to SLD (specific learning disorders) also the teachers evaluate their capacity to help a student with SLD as very good, on a Likert scale from 1 to 6 they achieved an average of 4,1.

50% of the teachers consider that they have a very Goodyear capacitate of recognizing students with SLD 35% consider that they have a good capacity, on a Likert scale they evaluate themselves at level 4 (0 to 6 on the scale) 5% consider that they have an excellent capacity on recognizing these students and 5% consider that they have an average capacity, 5% consider they have weak capacity.

45% of respondents believe that they have very good skills in helping students with Sld 30% believe that their skills are good, 15% assess their skills as average and 10% assess their skills as poor.

The knowledge of the respondent teachers about legislation regarding the rights of children with specific learning disorders are varied, indicating a medium level of knowledge about the legislation regarding the rights of children with SLD among interviewed teachers, so 40% believe that their knowledge is good, 15% say that their knowledge about the legislation are very good, 30% assess their knowledge at an average level and 15% at very weak level.

85% of teachers surveyed said that they know where to guide parents of children with SLD so that they can receive the necessary support on dyslexia.
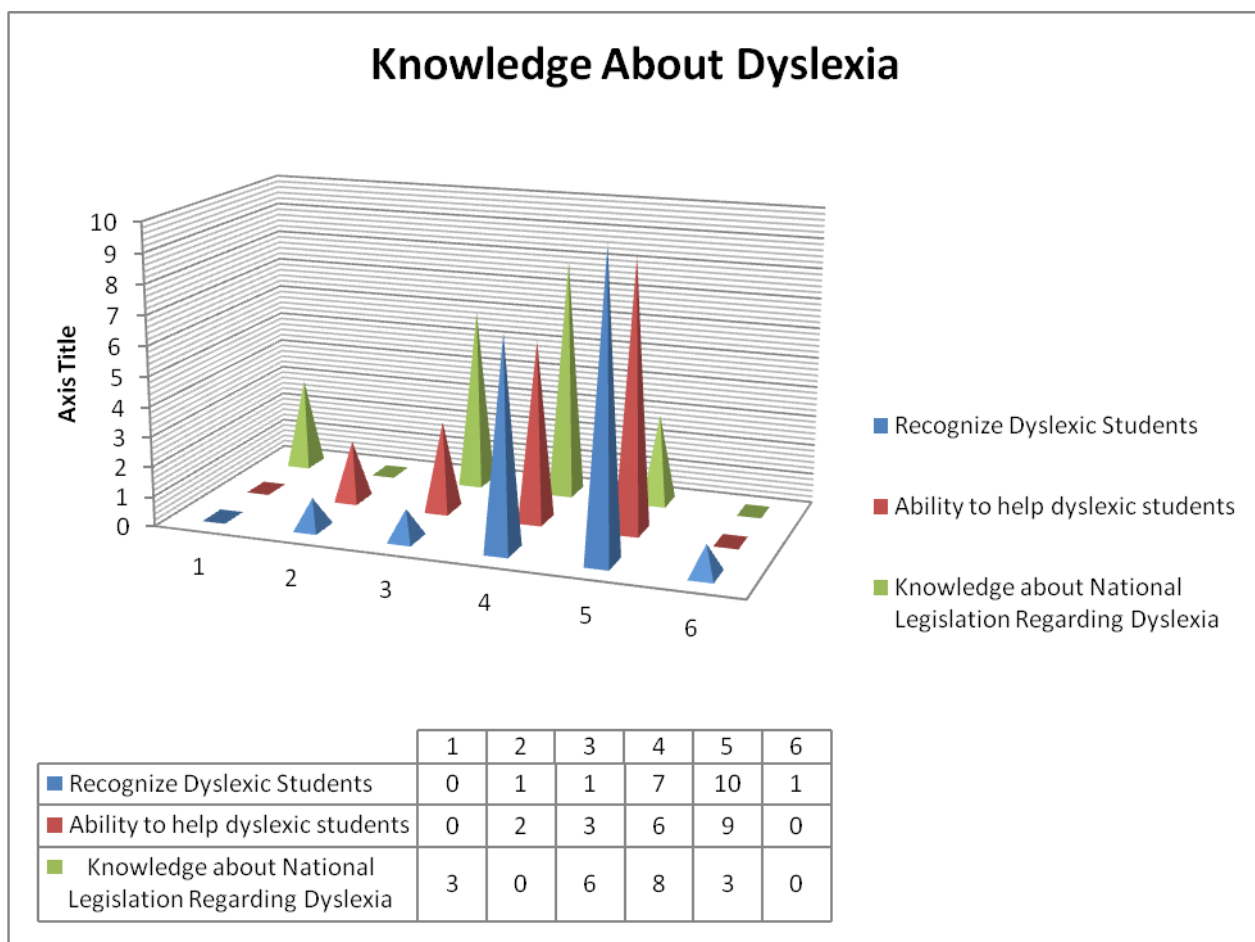
Figure 20. Knowledge about Dyslexia

3.3.3. Trainings on Dyslexia

From 20 teachers that attended the study, only 5 of them had participate in trainings on specific learning disorders – 25% of them; and so, an overwhelming majority of 75% do not have any training on this subject (SLD). When they were asked if they think they need additional training to better understand the difficulties faced by students with SLD and to inform them how they can help them effectively, 75% stated that they would need this training, while five of them consider that they don't need training.

Figure 21. Trainings on Dyslexia
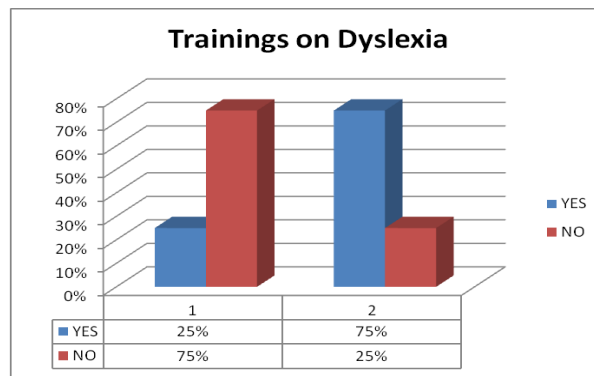
3.3.4. Recognize Dyslexic Students

At this point the results show us that teachers have a good capacity to recognize when the learning difficulties of a student are tied to SLD and they state that are able to make a difference between a student with difficulties in learning or a student with SLD (the average of responses is 4.45).

50% of teachers say they have a very good capacity to recognize when the learning difficulties of a student are due to Sld, 35% think they have good capacity, 5% assess their capacity as excellent, 5% average capacity and 5% assess their capacity as very low.
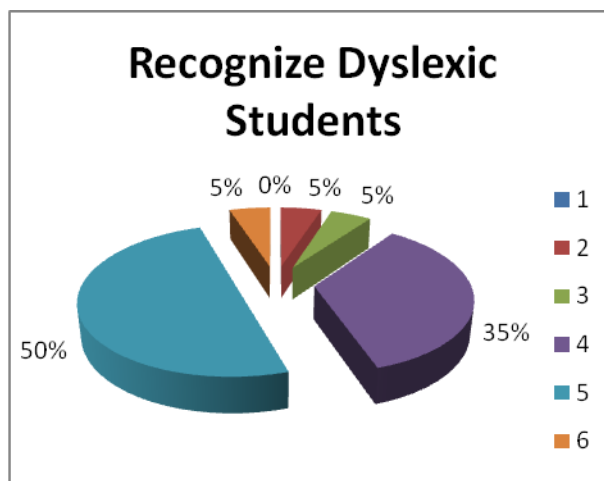

Figure 22. Teachers recognizing Dyslexic students

3.3.5. Skills / Ability To Help Dyslexic Students

It was found in the questionnaires that the teachers evaluate their capacity to help a student with SLD as very good and they state that are able to help a student with dyslexia to overcome every day difficulties (the arithmetic average is 4.1)

45% of respondents believe that they have very good skills in helping students with Sld 30% believe that their skills are good, 15% assess their skills as average and 10% assess their skills as poor.
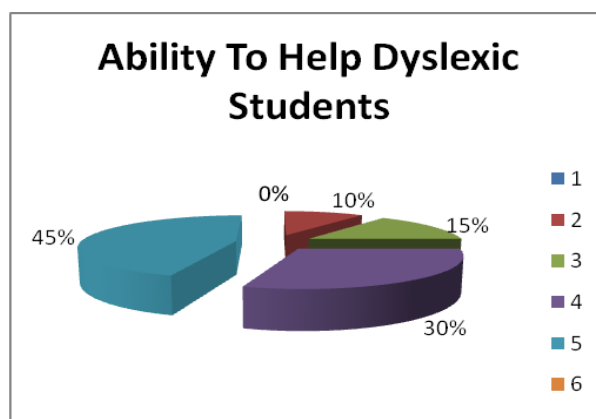

Figure 23. Ability to help Dyslexic students

3.3.6. Difficulties of adaptation to middle school

All teacher that answer to this item agreed that is more difficult for children with learning disabilities to adapt to the middle school then other children.

✓ Stay away from social relations, they are alone – 80 % of questioned teachers considered that the children with learning disabilities do not involve in social life, they stay aside;

✓ They are being excluded by their peers – 50% of the teachers affirm that kids with learning disabilities are excluded by their colleagues;

✓ Have not many friends, mostly alone – 80% of the teachers believe that this children do not have many friends;

✓ Having problems finding friends and maintaining relationships – 70 % of the teachers claim that dyslexic students have difficulties in making friends and keeping open friendship relations with them;

✓ Express aggression towards to others – 25 % of the professors questioned say that students with dyslexia are aggressive towards other children;

✓ Dyslexic students are avoiding group learning activities – 60 % of the teachers claim that students with dyslexia avoid group activities because they feel ashamed;

✓ Dyslexic students may be subject to bullying – half of the teachers answered that dyslexic students are clowned by there colleagues;

✓ They generally unconcerned with lessons – 60 % of the teacher affirm that dyslexic students seem uninterested of the lessons;

- ✓ They generally look unhappy in school – 40 % of them answered that dyslexic children seem unhappy in school;

- ✓ They often sleep or look sleepy in lessons – 75 % of teachers say that dyslexic students look tired during lessons time;
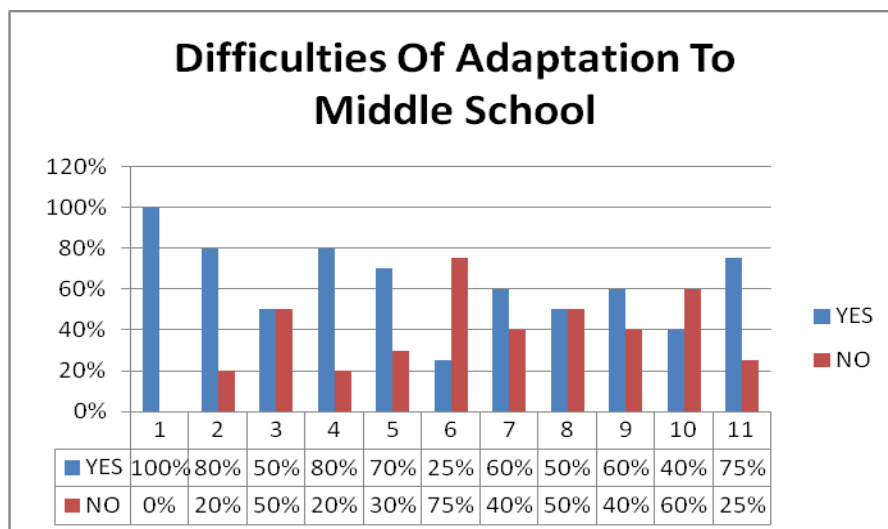

Figure 24. Difficulties of adaptation to middle school

3.3.7. Kind of supports for social relations

- ✓ Supporting effective communication skills – 100% of questioned teachers consider that dyslexic student need support for developing communications skills, pointing out that they need beside speech therapist a guiding therapist;

- ✓ Supporting emotional awareness and expressive skills – 95 % of the teachers claim that this kind of students need support to be aware of their emotions and express their feelings;

- ✓ Strengths of students need to be highlighted and supported – 100 % of them point that dyslexic students strengths need to be supported and highlighted;

- ✓ Strengthening artistic and sporting skills – 75 % of teachers say that this kind of students need strengthening on their sporting and artistic skills;

- ✓ Appointing them as the person in charge of an important task in the class – 55 % of questioned teachers claim that dyslexic students need to be appointed with an important assignment in the class group;

- ✓ Work in pair/group – 85 % of the teachers consider that it is better if dyslexic students would work in a group or in pairs;

- ✓ Reinforce their self esteem – 100% of them affirm that children with dyslexia need to strengthen their self – esteem;
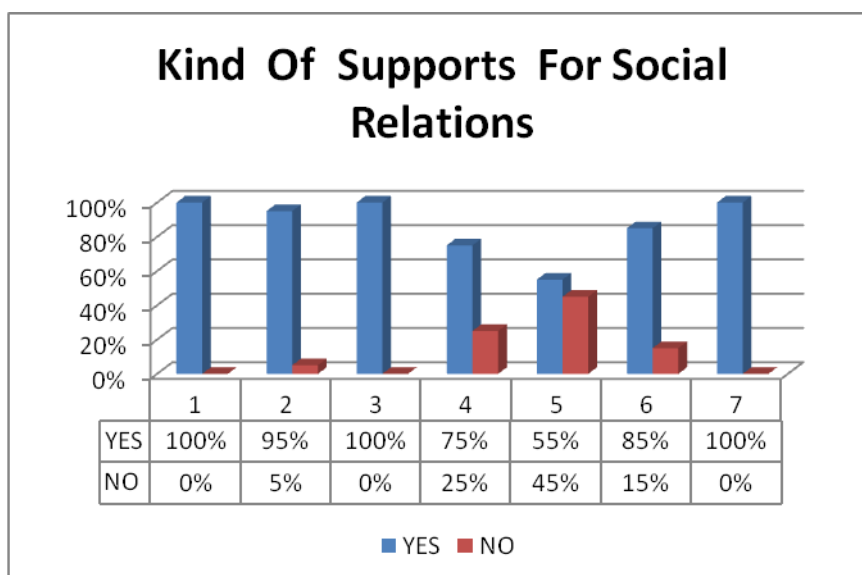
Figure 25. Kind of supports for social relations

3.3.8. Kind of supports for academic success

The questionnaire applied to 20 teachers from four different schools included several types of support for academic success as follows: position in the class close to the teacher, read the task instructions aloud, allow dyslexic student to answer orally to the questions and you write down his answers, give extra time during the tests, give additional individual lessons, allow dyslexic students to use schemes, rules, formulas during the classes, reduce amount of homework, do not ask dyslexic students to read aloud in front of the class, adapt the educational activities to dyslexic students' abilities, building tollerant atmosphere in the class, work in collaboration with SEN teachers; psychologist, etc, doing attentions empowerment activities, involve dyslexic students in practical activities.

Below we present the strategies listed above which are most often used to provide support to achieve academic success:

a) In the class, placing the student closer to the teacher; from a total of 20 teachers who completed the questionnaire, 65% said that they apply this method and find it effective, while seven of them said they did not consider this method effective.

b) Reading aloud the instructions (the task); 75% of the respondents said that this method is effective and successfully applied with SLD (specific learning disorders) students, only a number of five teachers do not apply it and don`t consider it effective.

c) Permission to answer orally to the question and the teacher writes down the answer; this method is used by only 30% of teachers – 14 out of 20 teachers said that the method is not effective and they don`t apply it.

d) Provide additional time during the tests; it is a commonly used method, 85% of the teachers apply it, only three of them said they do not use this method.

e) Provide individualized additional lessons; 75% of the respondents said that this method is effective and successfully applied to SLD students, only a number of five teachers do not apply and don`t consider it effective.

f) Permission to use visual support during the lessons; this method is considered effective by 50% of the teachers, an equal number responded that they find the method irrelevant and they won`t use it while working with students with SLD.

g) Less homework; a method considered effective by 70% of the teachers, 6 out of 20 teachers said that they don`t consider it relevant.

h) Avoid reading aloud to the class; this method is hardly used by teachers, is considered inefficient and discriminatory, 11 out of 20 teachers claim this fact; only 45% of them consider that it`s applicable and also effective.

i) Adapting educational activities to the abilityes of student, a method considered effective by 60% of teachers, 8 out of 20 teachers don`t consider it relevant.

j) Creating an atmosphere of tolerance in the class; it is considered one of the best ways and is used by 95% of the teachers, one teacher find it ineffective.

k) Colaboration with teachers working with SEN students: support teachers, speech therapists, psychologists; on this method all teachers agreed that this is the most effective and relevant way, so that 100% of the respondents said that they use this method and that it is helpful.

l) Attention development activities; from a total of 20 teachers who completed the questionnaire, 65% said that they apply this method and it`s effective, while seven of them said they did not consider this method effective.

m) Engage in practical activities; 80% of the respondents said that this method is effective and successfully applied to students with SLD, only 4 teachers do not apply it.
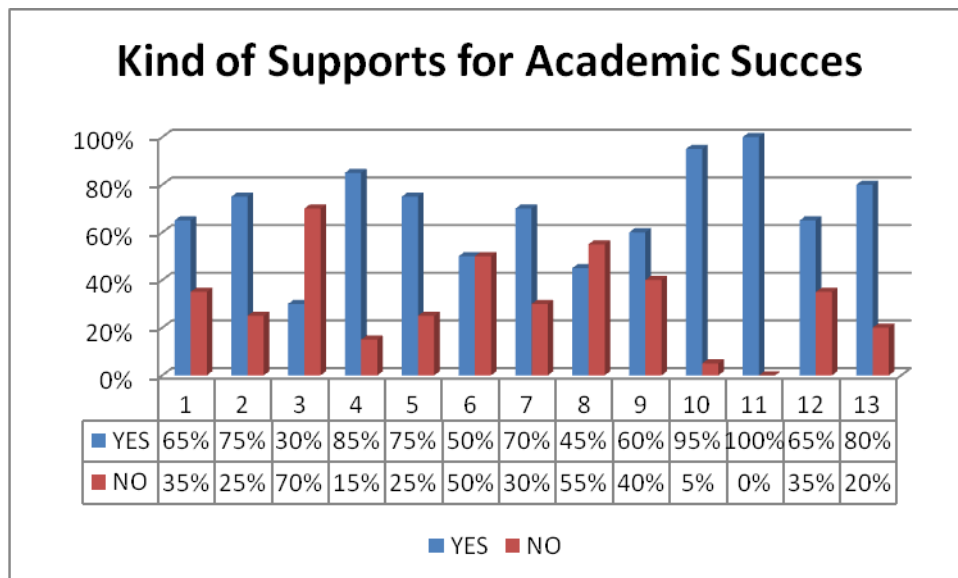
Figure 26. Kind of supports for academic success

3.3.9. Knowledge about National Legislation Regarding Dyslexia

The knowledge of the respondent teachers about legislation regarding the rights of children with specific learning disorders are varied: three of 20 teachers said they know very few , six of them said that the level of their knowledge is average, eight said they had knowledge at a high level and 3 assumes that the level of their knowledge about this topic is very high. The average of the group to wich the questionnaire was applied is 3.4 (Likert scale that was applied was from 0-6), 40% believe that their knowledge is good, 15% say that their knowledge about the legislation are very good, 30% assess their knowledge at an average level and 15% at very weak level, this results indicating a medium level of knowledge about the legislation regarding the rights of children with SLD among interviewed teachers.
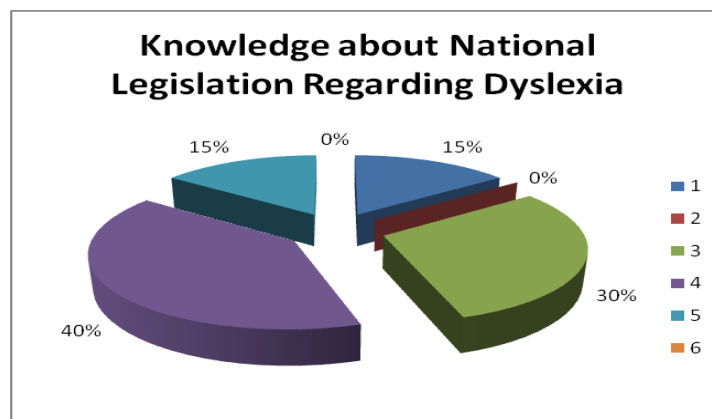

Figure 27. Knowledge about National Legislation regarding Dyslexia

3.3.10. Communications with parents for dyslexic students

20 teachers who were surveyed said that they have a very good communication with the parents of students with SL, the group average being 4.35 (Likert scale that was applied was from 0-6). One teacher said he had a very poor communication with the parents of students with SLD, three of them said they have an acceptable communication with the parents and 6 teachers claim to have a good communication with them, 7 teachers consider their communication very good and three teachers said that they have an excellent relationship with parents of students with SLD, so 35% of teachers assess the level of communication with parents with Sld as good, 30% as very good, 15% as excellent, 15% as an average and only 5% are valued at a level of communication very weak
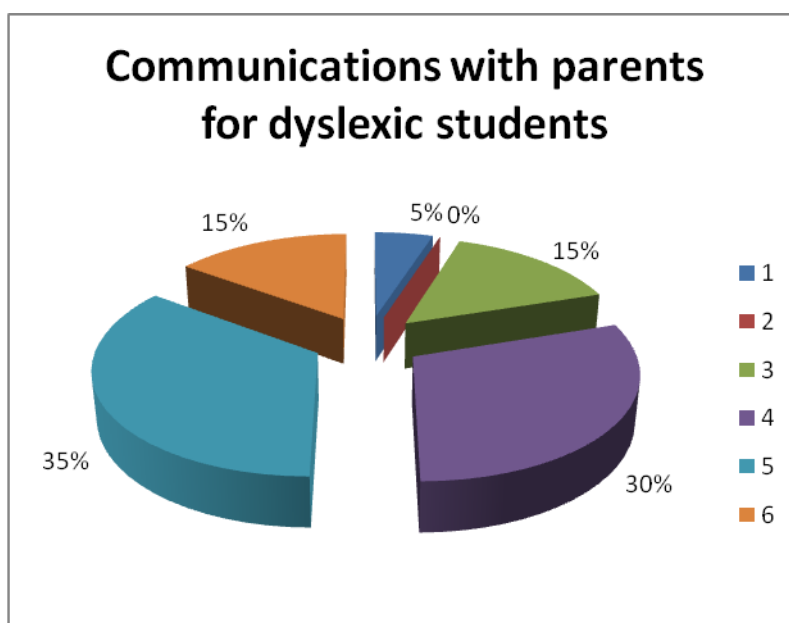
Figure 28. Communications with parents for dyslexic students

3.3.11. Need for special education regarding dyslexia

Regarding the need for special education for children with SLD, 85% of teachers surveyed said that they know where to guide parents of children with SLD so that they can receive the necessary support on dyslexia, only 15% of teachers said they do not know where to guide parents for help and support.

Need for special education regarding dyslexia

■ YES	85%
■ NO	15%

Figure 29. Communications with parents for dyslexic students

4. RESULTS

4.1. COMMENTS

Students

The present Need Analysis has been applied on a group of 6 students with SLD, aged between 11 and 13, 5 boys and 1 girl, enrolled in the 5ᵗʰ and 6ᵗʰ classes of secondary school, 47% of the participants were 11 years old, 34% were 12 years old and 19% of the students were 13 years old.

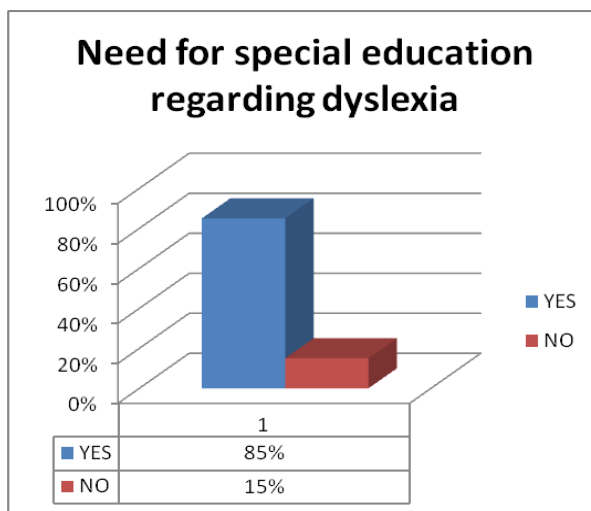At the items regarding their *perception of difficulties* in secondary school, all of them 6 identified secondary school as more difficult than the primary school.

The students were asked to rate their *study skills*:

➢ none of them saw themselves as being poor or inadequate at reading; 50% of students are very good, 33% are moderate and 17% are very poor at reading comprehension level, but none of them saw themselves as being excellent, very good or inadequate at this ability;

➢ 33% of students are very good or moderate, 17% are good or inadequate and none saw them themselves as very poor or excellent at the level of knowing/applying the grammar rules;

➢ for managing a creative writing tasks: 33% of students are very good or moderate, 17% of students are good or very poor, but none sees himself as being excellent or inadequate in terms of this ability;

➢ for test results and effort: 50% of students state that their effort does not reflect in matching the test results at all, 33% consider that is a moderate relation between effort and result and 17% feels that that the proportion is inadequate.

➢ None of them gave the answers 5 or 6, as perceiving the proportion between effort and result as being fair or excellent; 33% of the students stated that they can not complete the exams on time at all. The highest results (3 students) were collected from the items regarding tests (effort-result proportion-the lowest scoring and feelings towards tests-highest scoring) and in reading comprehension on a good level.

➢ For creative writing, no student gave the highest answer. As comments for writing, 1 student feels like he is totally inadequate for this skill and for 1 student his ability is related to the length of the task.

When they've been asked about the *support they have received* in primary, 2 out of 6 students have found primary school more supportive than secondary school, compared to home support which has been identified as constant during the primary and secondary school. By contrast,

100% of them are not allowed to use schemes, rules, formulas during the classes , in secondary school. The extra support identified for school has been: speech therapy, counseling, SEN certificate which allowed him to have a support teacher in primary school. 100% of the students, found as supportive the fact that they were allowed to answer orally to the questions in the classroom.

Regarding *home support,* for all students, 100%, in primary school, the parents read the lessons for them, extracting the necessary things and the parents read the tasks' instructions and explained them to them, and for all the students, 100%, in secondary school the parents are explaining the concepts they don't understand and for 87% of the students the parents read the lessons, extracting the necessary things, the parents read the tasks and instructions explaining them, and a higher percentage of the students, compared to the primary school, are working with a private tutor. It can be seen a decrease in reading the lessons and task instructions from primary to secondary school but an increase in concept explanations.

Regarding the *social relationship* in primary school is seen as being good towards colleagues and teachers by all 6 students, compared to secondary school where 3 of them started to feel bullied by their peers.

Parents

The present Need Analyse was conducted on a group of 11 parents of the children involved but also of other children.

When parents were asked about the *changes of the attitude* of the child towards the school during the transition from the primary cycle to the gymnasium cycle is found that from the 11 completed questionnaires, 73% from parents found changes, 18% from parents say there are no changes in the attitude of the children compared to school, and 1% are indecided about this.

The behaviors observed by parents at their children reflecting the attitude of children towards school as a refusal to go to school, are accompanied by comments that involve negative emotions generated by difficulties related with heavy disciplines, information presented without the consolidation of prior knowledge. Problems related to absenteeism in primary and secondary school were identified in 7 out of 11 issues, and in 3 issues these problems were identified only at the gymnasium cycle.

At the level of the primary school, all the parents declare that their own children are interested in lessons, and the lowest percentage of 0% was recorded at item referring to the crises that children manifest before to go to school.

As far as the perception of parents is concerned about the behavior of their own child compared to other children in the class, the results show a lower level of success of SLD children

compared to that of classmates in 6 out of 11, (54,5%) while other parents (45,5 %) consider that the prospect of success at school, children are at the level of classmates.

Regarding *the support the parents thinks his child receives* at school the findings are as follows: in the proportion of 27% both in the gymnasium cycle and the primary cycle the oral evaluation was replaced by written evaluation forms; in the proportion of 27% primary school pupils have benefited from additional working time for written tests, a proportion that is also maintained in the gymnasium cycle. In the proportion of 36.3% in the primary cycle, students benefits from specific activities to stimulate/enhance attention, and in the gymnasium cycle, the proportion decreased to 27.2%. The support provided by the specialist / psychologist is 63.6% for the primary school pupils, the proportion decreasing to the gymnasium level to 45.4%. At the level of gymnasium, it is found that the highest proportion of positive responses was recorded at item regarding reduced amount of homework, at 90.9%, and the highest number of negative responses, 81.8% was recorded at item referring to using slightly higher assistive technologies such as computers and tablets than the one found in the primary cycle for the same item. In the primary cycle, 100% of parents are interested in understanding their children and trying to explain their key concepts in lessons as best as possible, while the lowest percentages, 27.2%, were obtained by providing a tutor / shadow for children at work, and only 36.3% of parents are looking to get information from specialized articles, books on the specifics of the SLD.

Regarding *parental information about the legal rights* of their children, it is found that in 90%, this is known by parents, but parents do not have *information about the existence of centers* to help their children to overcome their specific problem, only in a proportion of 55%. In these conditions, 81,8% *are interested to participate in training on dyslexia*.

Teachers

The present Need Analysis has been applied on 20 teachers from four different schools, from primary and gymansium cycle, who have 20.7 years average age experience in pedagogical teaching.

At the item regarding *pedagogical experience and training of dyslexia* 55% of the teachers surveyed have a work experience over 20 years. About trainings on dyslexia an overwhelming majority of 75% do not have any training on this subject (SLD) and also 75% consider that it's required an additional training on specific learning disorders.

At the item *knowledge about dyslexia* 85% of the teachers surveyed consider they have a good capacity to recognize when the learning difficulties of a student are tied to SLD (specific learning disorders).

Also, 75% of teachers surveyed consider that they have good and very good *skills in helping students with SLD*. Results indicating a medium level of knowledge about the legislation regarding the rights of children with SLD among interviewed teachers, such that 55% of them believe that their knowledge about legislation regarding the rights of children with specific learning disorders is good and very good this and 85% of them said that they know where to guide parents of children with SLD for help and support.

All teacher that answer to item on *difficulties of adaptation* to middle school agreed that is more difficult for children with learning disabilities to adapt to the middle school then other children. The difficulties are about: staying away from social relations; being excluded by their peers; having not many friends, mostly alone; having problems finding friends and maintaining relationship; eexpressing aggression towards to others; avoiding group learning activities; may be subject to bullying; unconsenting with lessons; looking unhappy in school; sleeping or looking sleepy in lessons.

Most of the teachers consider that dyslexic students *need support on* effective communication skills, on emotional awareness and expressive skills, on highlighting the strengths, on strengthening artistic and sporting skills, on appointing them as the person in charge of an important task in the class, on working in pair/group, on reinforcing their self esteem. More concrete, most of the teachers included several types of support for academic success as follows: position in the class close to the teacher, read the task instructions aloud, give extra time during the tests, give additional individual lessons, allow dyslexic students to use schemes, rules, formulas during the classes, reduce amount of homework, adapt the educational activities to dyslexic students' abilities, building tollerant atmosphere in the class, work in collaboration with SEN teachers; psychologist, etc, doing attentions empowerment activities, involve dyslexic students in practical activities. But most of the teachers consider that answer orally to the question and the teacher writes down the answer is not an effective method. Also, avoid reading aloud to the class is an inefficient and discriminatory method.

Not least, all of teachers who were surveyed said that they have a very good *communication with the parents* of students with SLD.

4.2. CONCLUSIONS AND SUGGESTIONS

It is important to specify that all the students surveyed identified secondary school as more difficult than the primary school. Also most parents and all teachers surveyed found changes in the attitudes of students toward school when they passing from primary to gymnasium cycle. So, we can admit that adaptation of children to the gymnasium cycle is difficult.

Regarding the kind of support in school and home it is important to specify that in secondary school all students consider very supportive the fact that they were allowed to answer orally to the questions in the classroom, that they are given extra time during the tests. In primary school, for all students the parents help them to study at home. In secondary school, parents continue to support their children at home and more than that, children are working with a private tutor at home. Parents consider that their children receive support at school and that they are involved in providing additional support to them. In the primary cycle, all the parents are interested in understanding their children and trying to explain their key concepts in lessons as best as possible, while most of them were not agreed to provide a tutor/ shadow for children at work. Teachers consider themselves able to help students with SLD to overcome every day difficulties using different types of support for academic success like: position in the class close to the teacher, read the task instructions aloud, give extra time during the tests, give additional individual lessons, allow dyslexic students to use schemes, rules, formulas during the classes, reduce amount of homework, adapt the educational activities to dyslexic students' abilities, building tollerant atmosphere in the class, work in collaboration with SEN teachers; psychologist, etc, doing attentions empowerment activities, involve dyslexic students in practical activities. It is important to specify that most teachers consider that permission to answer orally to the question and the teacher writes down the answer is not effective method and also avoid reading aloud to the class is inefficient and discriminatory method.

Regarding out of school activities it is important to specify that students don't participate in these, but most parents are interested in involving children in artistic or sports activities, especially at the gymnasium cycle. Furthermore, teachers consider that children need different kind of supports for helping them to facilitate adaptation at the gymnasium cycle

Even so, we discovered also that both groups parents and teachers are willing to participate in training on dyslexia, even if most of the teacher consider they have a good capacity to recognize when the learning difficulties of a student are tied to SLD, and that they have good and very good skills in helping students with SLD. Most of the parents agreed that they are aware about the legislation regarding the rights of their children, but they do not have information about the existence of centres to help their children to overcome their specific problem. In these conditions, we can conclude that specialized training courses for both parents and teachers are required, in order to improve their knowledge in SLD area.

5. REFERENCES

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***Order 3124/2017 on the approval of Methodology to provide support for students with learning disabilities regulates appropriate assessment procedures for dyslexia, dysgraphia, dishortography and discalculia.