

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

# NATIONAL ANALYSIS

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Poland

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## **1.INTRODUCTION**

This document reports on the results of the National Needs Analysis in Poland regarding the Output 1 of the Project “Supporting dyslexic individuals in transition from primary school to the lower secondary school”.

The aim of this project is to provide support to parents, teachers and the dyslexic individuals themselves to ensure the transition between schools is smooth and they have the opportunity to reach their potential in the new learning environment.

Although dyslexia is widely recognized across Europe, support is more developed in some countries than in others. This is due to many reasons including the importance placed on dyslexia and disability issues, teacher training, funding, parental empowerment and access to appropriate solutions. However, the principle barrier to the development of support has been lacking of examples of best practice and a proven method of implementation. This project provides an opportunity for partners to address these issues and propose solutions. A common European approach is adapted to the issues through this project. No single country has the right solution, or the expertise to develop it. However, through this national and then international analysis, sharing and development of a common solution with local variation, it will be possible to make a significant impact on the transition of the dyslexic individual.

### **1.1. THE SITUATION IN POLAND**

According to The Polish Dyslexia Association the definition of dyslexia as a disorder covers a specific learning difficulty that mainly affects the literacy skills, meaning reading and writing and other language skills. It is likely to be present at birth and to be long-life in its effects, with the origin in neurological reasons. It is characterised by difficulties with a word recognition and decoding abilities that may not match up to an individual’s other cognitive abilities. The other features are:

- delays in speech development
- poor oral performance
- innacurate reading skills – difficulties wirth sounding out words, guessing words
- incorrect spelling – omitting, substituing vowels or consonants
- writing- punctuation mistakes, gramatical errors
- poor movement coordination

- ambidexterity
- sometimes it is associated with emotional and behavioural disturbances, conceptual thinking, attention and concentration disturbances, problems with visual perception and memory.

It is also connected with two other disorders, that are dysgraphia and dysortography.

The dyslexia issues in Poland are regulated by the Acts of Ministry of Education (2007) regarding assessing and promoting students and the governmental program of “The Equal Educational Opportunities for school children” (2008)

In Poland the institutions in charge of dyslexia diagnosing are pedagogical – psychological counseling centres. The students at risk of dyslexia are diagnosed there by accredited specialists, mostly psychologists by means of Dyslexia Risk Scale (2002) provided by widely – recognized in Europe expert Prof. Ph. D. Marta Bogdanowicz. She introduced the term “risk of dyslexia” to the Polish education in the early 1990s. It means the increased probability that this disorder will occur later in school time. Dyslexia risk symptoms manifest mainly in language related skills and result in psychomotor development disharmony.

According to the Polish regulations, dyslexia is a disorder diagnosed after the third class of primary school at the earliest. Upon request of the child’s parents who observed some dysfunction at their child abilities the specialist from the counseling centers start diagnosis by using specially designed tests on intelligence, skills, perception, memory to define the kind of disturbances. The evaluation covers:

- Psychological diagnosis- behavioral, emotional, sensorial
- Logopedic diagnosis- phonological, lexical, syntax, semantics
- Neurological assessment
- Ophthalmologist consultation

Having stated the dyslexia disorder the specialist prepare an opinion – the document for parents and school. This official document includes instructions and recommendations for further work at school and at home. The specialist cooperating with the school organizes a meeting with the whole teachers team to discuss the methods of working with such a child. Popular methods used for dyslexia treatment in Poland include classical methods used in remedial teaching and sensory integration.

Research shows that in Poland 10% -15% of the population is affected by dyslexia syndrome. 9% -10 % of students during the final primary school examination receive special arrangements adjusted to their dyslexic problems according to the educational law as following:

- Having the possibility of selecting responses without having to transfer them from one card/sheet to another,
- Having extra time
- Using a computer
- Receiving help from the teacher in writing down their responses
- Having questions read out loud
- The use of special detailed assessment criteria for spelling in Polish and other modern languages

Our model of help at school:

- Specialist teaching in “corrective-compensatory” sessions held within the schools,
- Individual therapy in psychological and pedagogical counseling centers,
- Therapeutic/support classes organized by the school
- Personalized approach during the lessons
- Cooperation with parents

## **1.2.THE AIM AND IMPORTANCE OF THE STUDY**

Dyslexia, usually diagnosed during school age and expressed as a special learning disability, affects the success of students in academic fields such as reading, writing and mathematics. Late detection of dyslexic students and insufficient fulfilment of their needs for different levels of education can lead to academic failure, low self-esteem, school phobia, depression and detention of peer relationships in students. Therefore, these problems, which are experienced in dyslexic students who are diagnosed late and not adequately supported, can also cause students to leave the school.

The main purpose of this project is to provide a comprehensive overview of the needs of pupils diagnosed as dyslexic from the feedbacks of teachers, parents, and students through the transition from primary school to elementary (lower secondary) school, thus providing

support to students, their parents and teachers. With the needs analysis questionnaires prepared for this purpose, the following questions were asked in the research process:

1. What are the problems that dyslexic students experience in the academic field and do the types of these problems change from primary school to lower secondary school?
2. How is the relationship of dyslexic students with their peers and teachers? How are social relationships affected by transition to lower secondary school?
3. What kind of support do dyslexic students have at school and at home in terms of accommodation to the school and academic achievement?
4. Do teachers and parents need special trainings to support the transition and integration process of dyslexic students?

In order to provide more effective support to the dyslexic pupils, parents and teachers in transition to secondary school, it is essential that the difficulties and needs that are experienced in this process are clearly displayed. This project, which aims at the aims stated above, reveals the difficulties and basic needs of dyslexic students during the transition from primary school to lower secondary school, based on feedback collected from teachers, dyslexic students and their parents. The results obtained will form the basis for the Transition Support Kit, which will be developed in the later stages of the project.

### **1.3. LIMITATIONS**

The limitations of this study are as follows:

1. Participants in this study were restricted to the students in 4th and 5th grade who are identified as dyslexic, their parents, and the teachers of these students.
2. This study is limited to findings from needs analysis surveys of dyslexic students, parents and teachers.

The needs analysis survey was carried in the I Społeczna Szkoła Podstawowa in Zamość which is a non-public, independent primary school, governed by a citizens' association, which



offers education to nearly 200 students aged 6-14 (after education system reform of 2017). The school is located in Zamość (population ca.65000) in the predominantly rural area near the Polish eastern border. The town and the surrounding area are characterized by scarce economic activity. The unemployment rate is high and young people tend to leave the region because of poor employment perspectives. That is why students and their parents appreciate any educational activities from the earliest stage aiming at training and improving qualifications as they can be an investment in their future.

To meet the students and parents' expectations the school offers a wide variety of educational activities aiming at broadening the students' competence and has a long experience in personalized learning for the students with special needs ( 38 students with diagnosed dyslexia in primary and lower secondary school).

## **2. METHOD**

The needs analysis has been made through a survey study for the purpose of identifying current situation in transition period of schools in partner countries, to see what the specific problems the dyslexic children are facing and the level of support provided to them including the tools used for supporting that are available in Poland .

This has been realized by:

1/ Development of a Set of Questionnaires for teachers, parents and students -

Translated into Polish

2/ Survey among the target groups in I Społeczna Szkoła Podstawowa w Zamościu;

3/ Feedback collected from the Survey has been summarised and analysed and a National Need Analysis has been prepared and submitted to the leading this activity partner (P4);

4/ Based on all National Need Analyses a General Need Analysis will be written;

5/ The General Need Analysis will be translated into all partner languages;

6/ The General Need Analysis will be published in electronic format on the project FB page (in English and in partner languages), on partners' websites, and a limited number of paper based copies in all partner languages for future use.

### **2.1.THE STUDY GROUP**

The project addresses the teachers, students, and parents associated with the Project partner – I Społeczna Szkoła Podstawowa w Zamościu.

The respondents of the questionnaires :

- a) Teachers- 20 : primary school 8, secondary school 12
- b) Students- 6 : 2 students of the 4th grade; 4 students of the 5th grade
  - 5- officialy diagnosed as dyslexic
  - 1- at risk of dyslexia
  - 4 male, 2 female
- c) Parents- 12 : both parents of the students

## **2.2. SURVEY**

The set of questionnaire consists of 3 types according to the type of respondents. The questionnaires addressed teachers, students and parents and tried to be as comprehensive as possible in order to respond effectively to the target group needs. The major aim of the questionnaire was to collect data on the respondents' opinions, needs with regard to different types of dealing with dyslexia in the context of teaching. Taking into consideration the differences in the teaching contexts and\_educational systems of the partner countries, the partners discussed on them and tried to formulate questions that are relevant and can be answered by participants working in any of these countries.

## **2.3. DATA COLLECTION PROCEDURES**

The set of Questionnaires (3) was distributed among the target group in a paper form. Students were examined with the assistance of the school psychologist who read them questions aloud when they had problems with reading and understanding, explained the meaning and supported them with filling the form.

The deadline assigned for the completion of the questionnaire was 15/04/2018.

A team of two people was formed in school : the psychologist- therapists of the psycho-pedagogical centre collaborating with the school and the project coordinator. A number of 6 questionnaires were applied to students in the 4th and 5th grade, 12 for parents of these students and 20 questionnaires to their teachers.

## **2.4. DATA ANALYSIS**

The project team analysed the results of the survey and prepared the national report with comments and conclusions.

Once the questionnaire completed the project team summarised all problems , discussed the issues and assumptions from the data collected and proceeded to the national analysis.

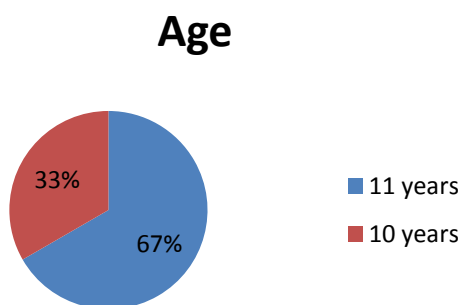
The data has been analysed through frequency analysis, quantitative methods and qualitative methods , description in open-ended questions. The analysis is supported by charts and diagrams.

### 3. FINDINGS

#### 3.1. FINDINGS OF THE SURVEY AMONG STUDENTS

##### 3.1.1. Age And Grades

The questionnaire was filled by 6 students from I Społeczna Szkoła Podstawowa in Zamość  
4 students aged 11 ( grade 5)  
2 students aged 10 ( grade 4)

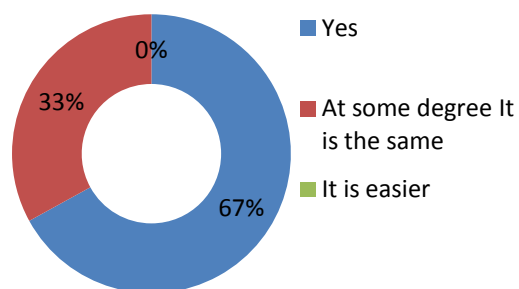


**Figure 1. Age of students**

##### 3.1.2. The Perception Of Secondary School Difficulties

The question aimed to elicit how students perceive their transition to the secondary school. 4 students out of 6 responded that it is more difficult for them to study in the lower secondary school, 2 answered that at some degree it is the same, none of them stated that this is easier. Then they were required to appoint their difficulties: they have more to study, more homework assignment, mostly new things to deal with, new teachers and subjects. 3 claim problems with learning foreign languages and Maths.

## The Perception Of Secondary School Difficulties

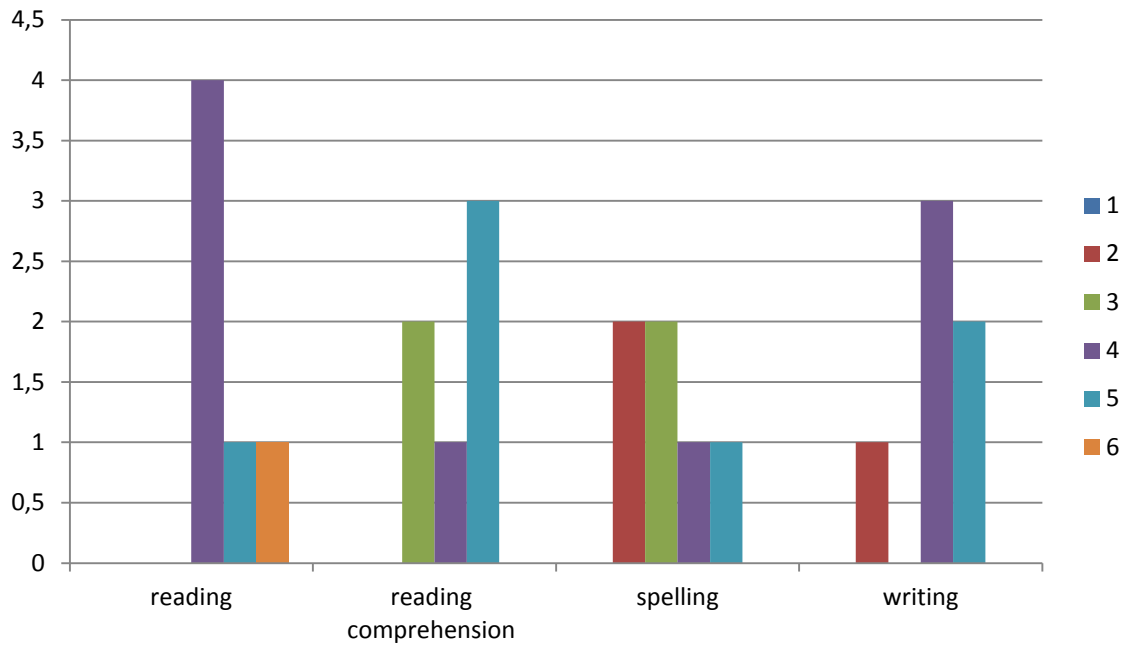


**Figure 2. The Perception Of Secondary School Difficulties**

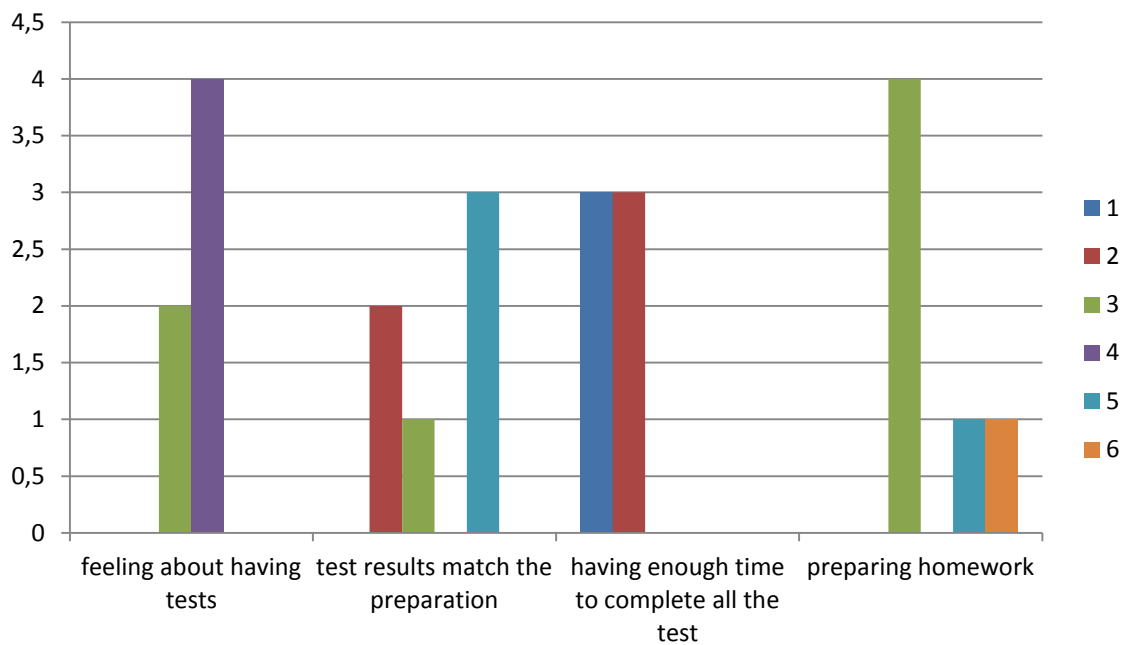
### 3.1.3. Study Skills

The students were asked to rate their study skills (1 meaning is very poor or in adequate, and 6 is excellent). The responses of students to how they rated their study skills (Figure 3 and 4):

- In terms of well reading level; 67% are moderate and 33% are good,
- In terms of reading comprehension level; 50% are moderate and 50% are good,
- For level of knowing/applying the grammar rules; 17% of students are inadequate, 50% are moderate and 17% are good,
- For level of managing a creative writing tasks; 17% of students are inadequate, 50% are moderate and 33% are good,
- In terms of how they feel about being an exam; 100% good
- For test results; while 50% of students state that their effort match the test results, 50% of them state that do not match it,
- In terms of completing the exam/test and next day homework in time; 50% of the students stated that they can complete their homework on time. However, it has been understood that some of the students have had difficulty completing the tests/exams (%35) in time. 17% do it on time.



**Figure 3. Study Skills (1- very poor, 6- excellent)**



**Figure 4. Study Skills (1- very poor, 6- excellent)**

The additional question about the study skills aimed to investigate the students perception of their educational success. The most of respondents draw attention to their difficulties with handling the amount of homework, and reading tasks, problems with concentration , memorizing things from different subjects, writing, making notes during the lessons, passing written tests. They complained about too much time spent on studying at home.

#### 3.1.4. Kind Of Supports In School And Home

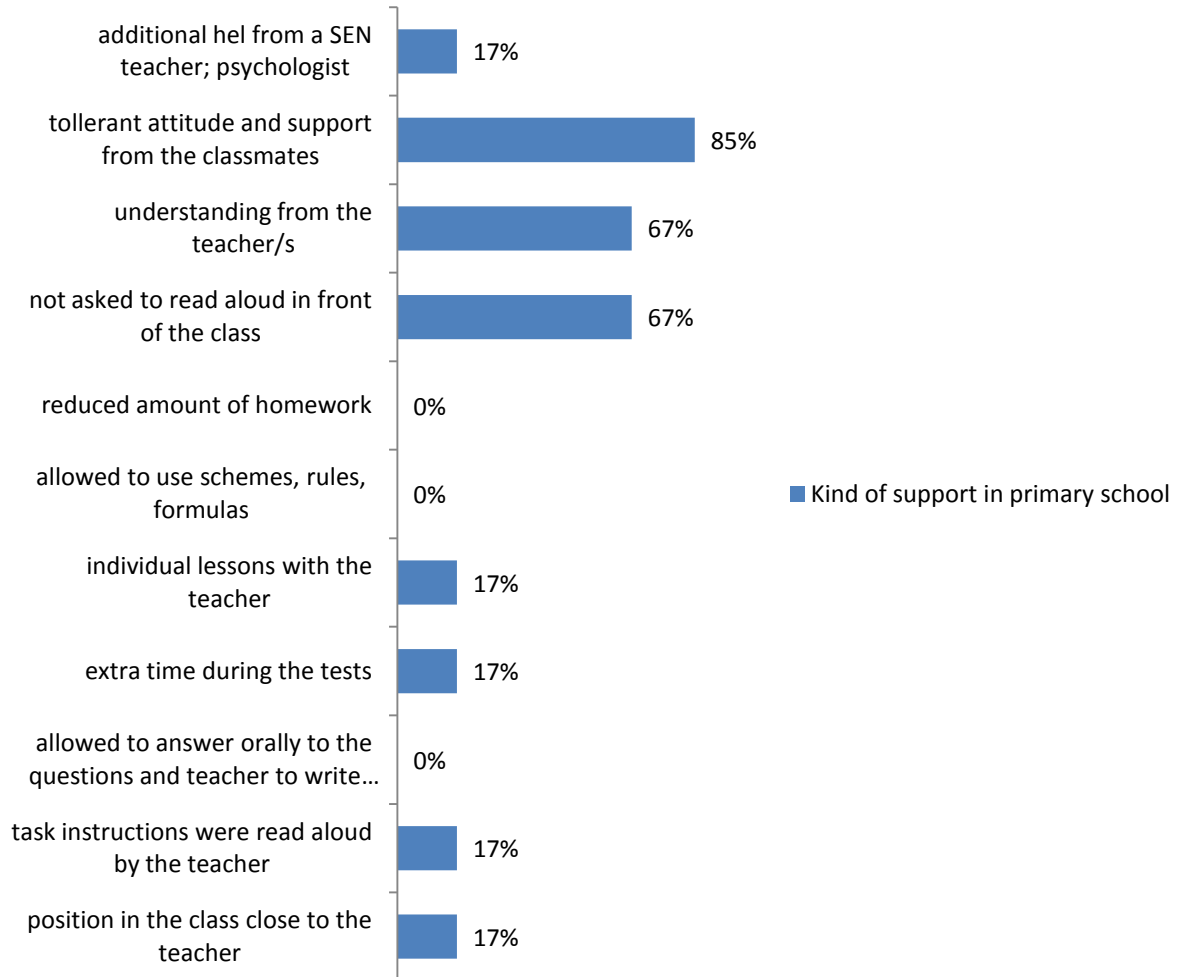
The students were asked next to describe the support they have received in primary school and the support they receive in secondary school.

The results show that as the most supportive students recognize:

- understanding approach from the teachers and classmates (67%)
- the additional help from a SEN teacher and psychologist (50%) in secondary level)
- Individual lessons with a teacher on the subject they have difficulty with ( 50% in secondary level)
- Allow not to read aloud in front of the classroom (50%)

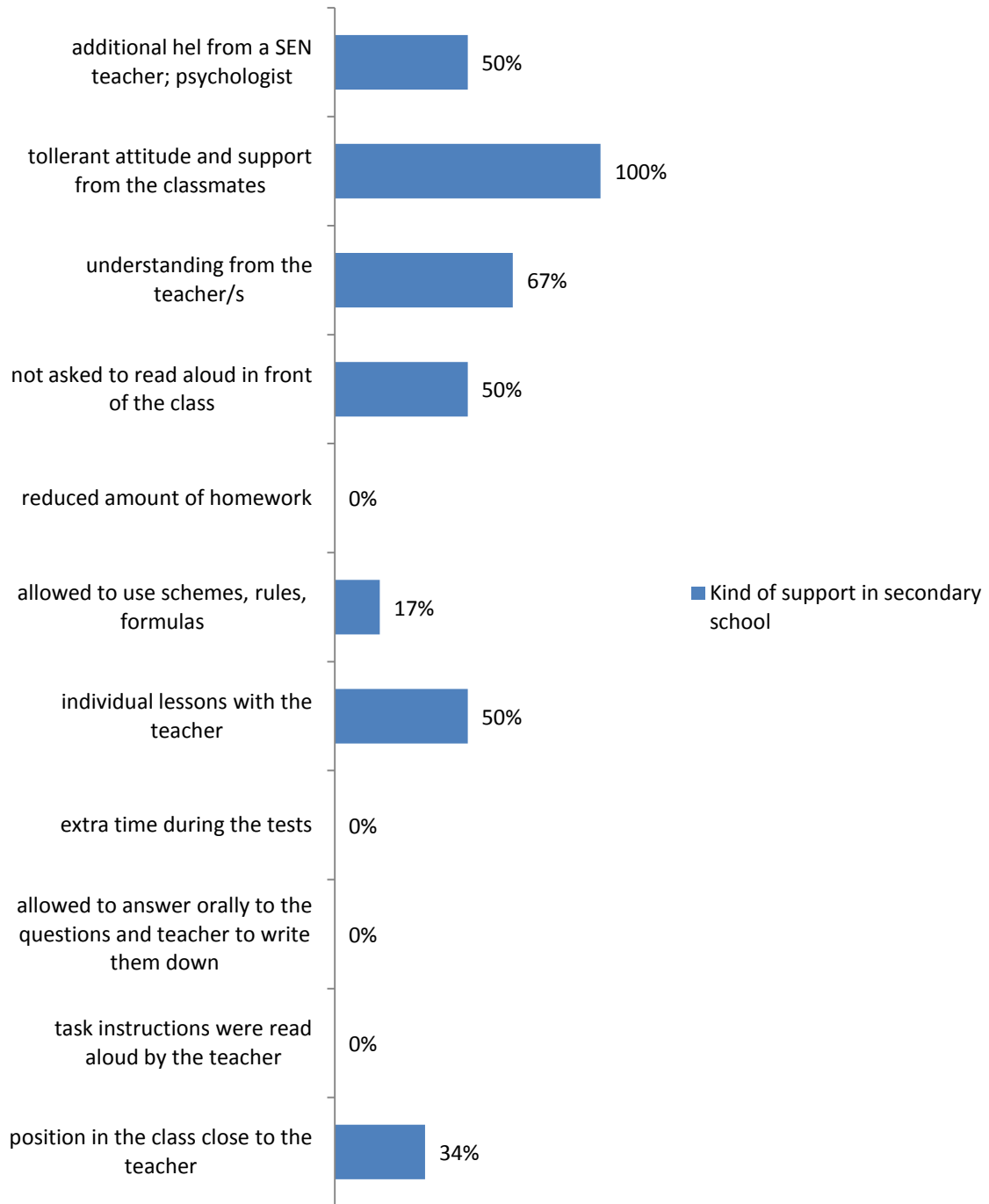
The frequency analysis ( Figure 5 and 6 ) shows that one student more than in primary level has a place in classroom next to the teacher and only one states that he is allowed to use schemes, rules and formulas during classes. None answered that he has reduced amount of homework, task instructions read aloud for him or is allowed to answer orally and the teacher to write it down.

## Kind of support in primary school



**Figure 5. Kind of support in primary school**

## Kind of support in secondary school

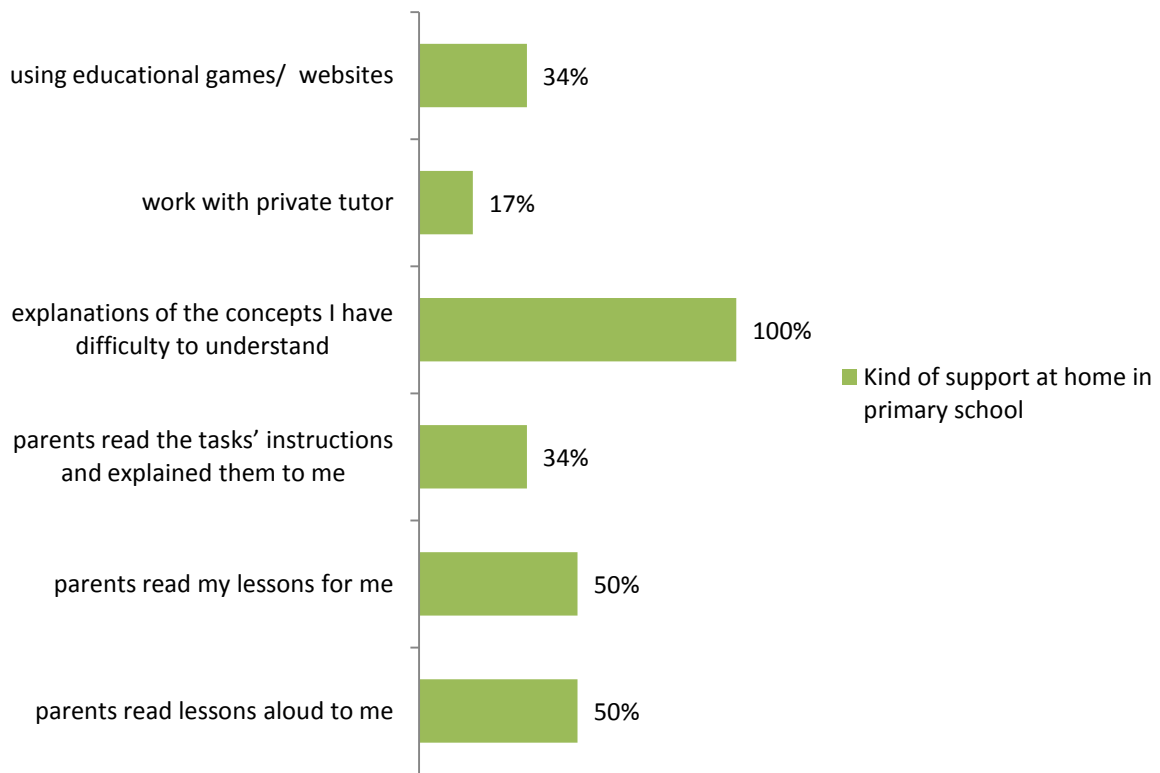


**Figure 6. Kind of support in secondary school**



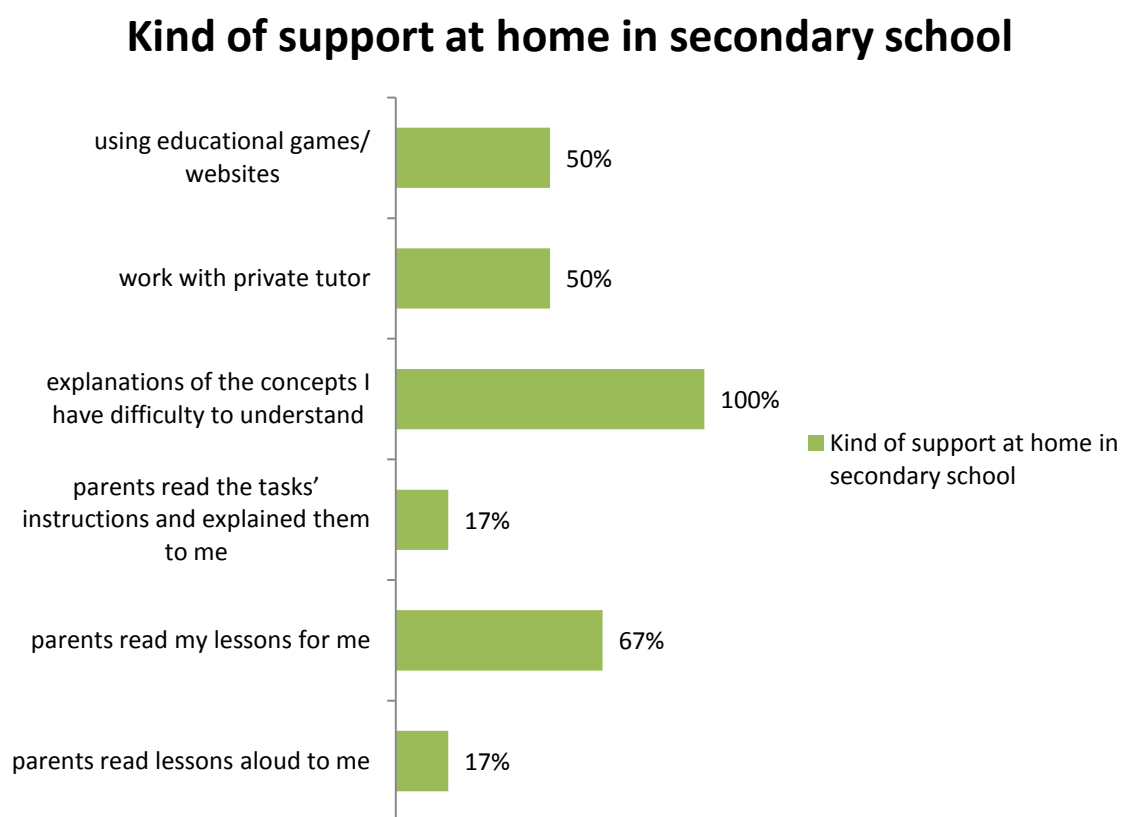
When the kinds of support at home is concerned 100% of students in primary school have the explanations of the concept explain by the parents. The parents read the lessons for them aloud (50%) , read extracting the necessary things (50%) . 33% of parents read the tasks' instructions , explained them and used educational games or websites.( Figure 7).

### Kind of support at home in primary school



**Figure 7. Kind of support at home in primary school**

Regarding the support in secondary school (Figure 8), we see that for all the students, 100%, of parents are explaining the concepts they have difficulty to understand and for 67% of the students the parents read the lessons, extracting the necessary things, the parents read the tasks and instructions explaining them. 50% of students work with private tutor and using educational games.



**Figure 8. Kind of support at home in primary school**

When asked to provide further details regarding the questions about the support received at school and home students commented that teachers are more tolerant for them bearing in mind their dyslexic diagnosis , offer them additional compensatory classes, do not force them to read in front of classroom.

### 3.1.5. Life In School (Feelings And Relationships)

The set of questions about relationships at school aimed to explore information on how the students feel in the school surroundings. All respondents ( 100 %) declare they feel good and safe at their school. Such results were predictable taking into consideration that children in most cases know each other from the previous level, they appreciate the supportive system of schedules and service at school. They mostly like their class atmosphere. 67% attend extra classes like chess club , sport club, scout team. Participants answered positively about their relationships with the teachers. When the relationships with peers are concerned the answers vary. Generally they state having good relations, but also pointing to the fear of public performance and peer rejecting.

### 3.1.6. Out Of School Activities

67% of students have after school activities : swimming, art, handball, tennis, music, English. Others ( 33%) do not attend any extra activities giving the reasons of time limitation ( homework amount).

### 3.2. FINDINGS OF THE SURVEY AMONG PARENTS

#### 3.2.1. Changes in Attitudes Towards School

67% parents responded that their children attitude towards school has changed when they moved from primary to secondary school. 33% have not observed the change.

| Behaviour or reactions  | In Primary School | In Secondary School |
|---|-------------------|---------------------|
| He/She usually does not want to go to the school.                   | 0                 | 0                   |
| The time to go to school is a crisis at home.                       | 2                 | 3                   |
| Unhappy on the way to the school, but returning to school is happy. | 0                 | 0                   |
| My child is very unconcerned with the lessons.                      | 2                 | 4                   |
| Usually he/she does not share school-related activities             | 0                 | 0                   |
| Usually he/she is absent from the school.                           | 0                 | 1                   |
| He/she does not like school tasks that involve reading, writing     | 4                 | 3                   |

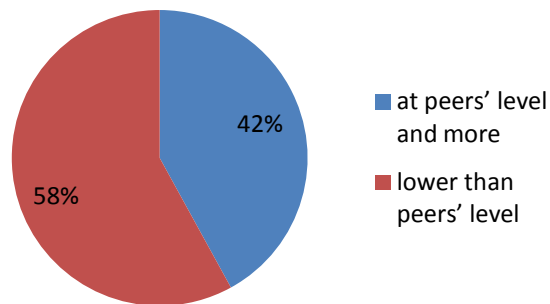
The chart extracted from the respective questionnaire illustrates the change in parental perspective regarding changes in behavior or reactions to the transition period changes.

As we can conclude the problem of willingness to attend school has never existed. One more parent observed crisis at home while leaving for school. No one declares unhappiness on the way to school. In comparison to primary level the unconcern with the lessons doubled. Absence from school and not sharing school related activities is hardly observed. Not surprisingly the tasks involving reading and writing are seen as disturbances in both levels.

#### 3.2.2. Parental Perceptions of Their Child's Success

42% of parents assess their child's success at peers' level and more parents 58% lower than peers' level.

### Parental Perceptions of Their Child's Success



**Figure 9. Parental Perceptions of Their Child's Success**

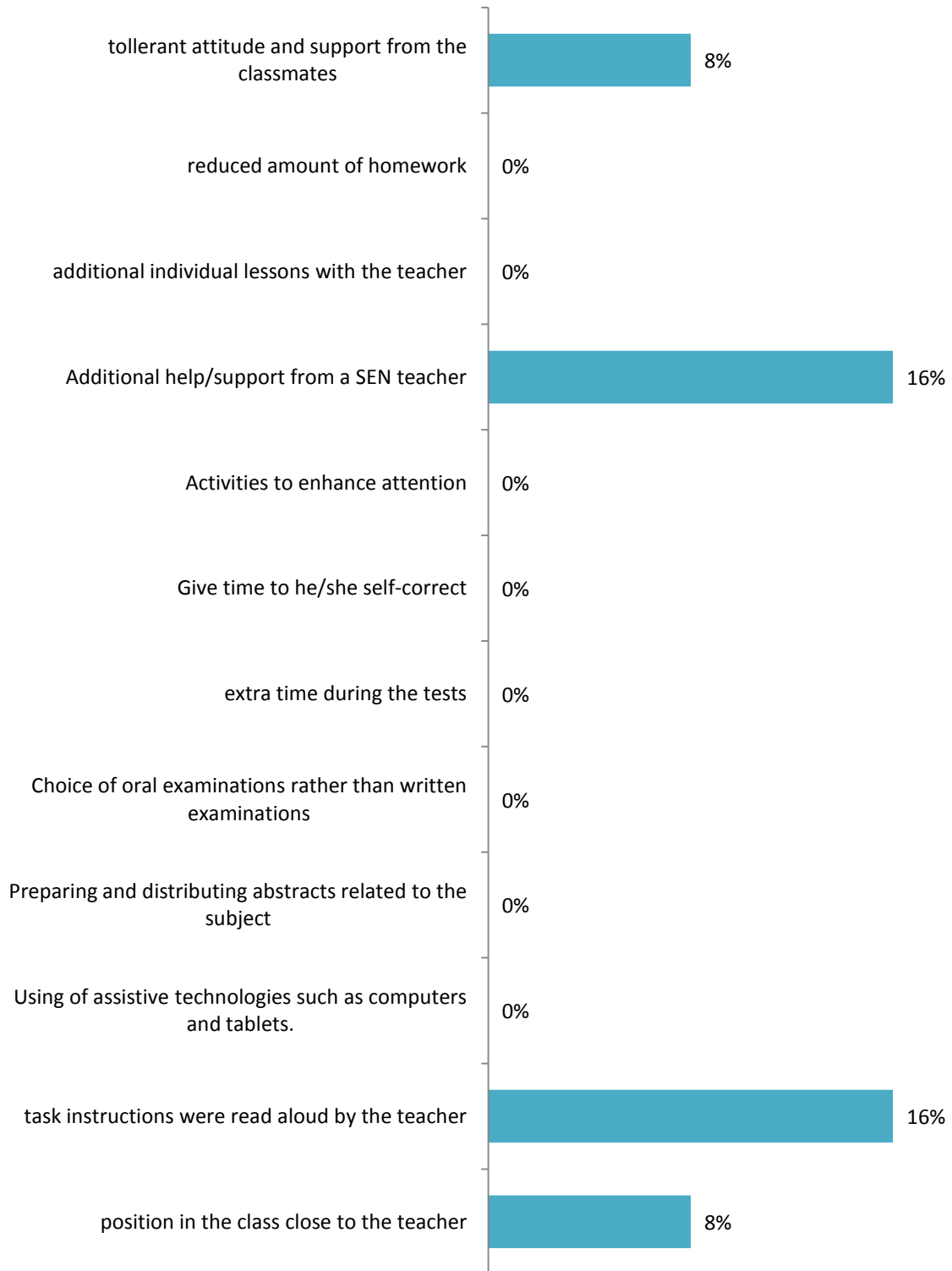
#### 3.2.3. Kind of Supports in School and at Home

The parents were asked to indicate what kind of support their children receive in schools within the transition period. As regards the support in primary school one parent observed the position in class close to the teacher, 17% remember that tasks were read aloud and additional help from a SEN teacher and only one stated the presence of tolerant atmosphere.

In secondary school 25% of respondents observe change in the position in the classroom close to the teacher, 17% the possibility of using computers, 33% appreciate giving time to self correction, 33% observed the positive change is supporting children by specialists and additional individual lessons with the teacher on the subjects they have difficulties with.

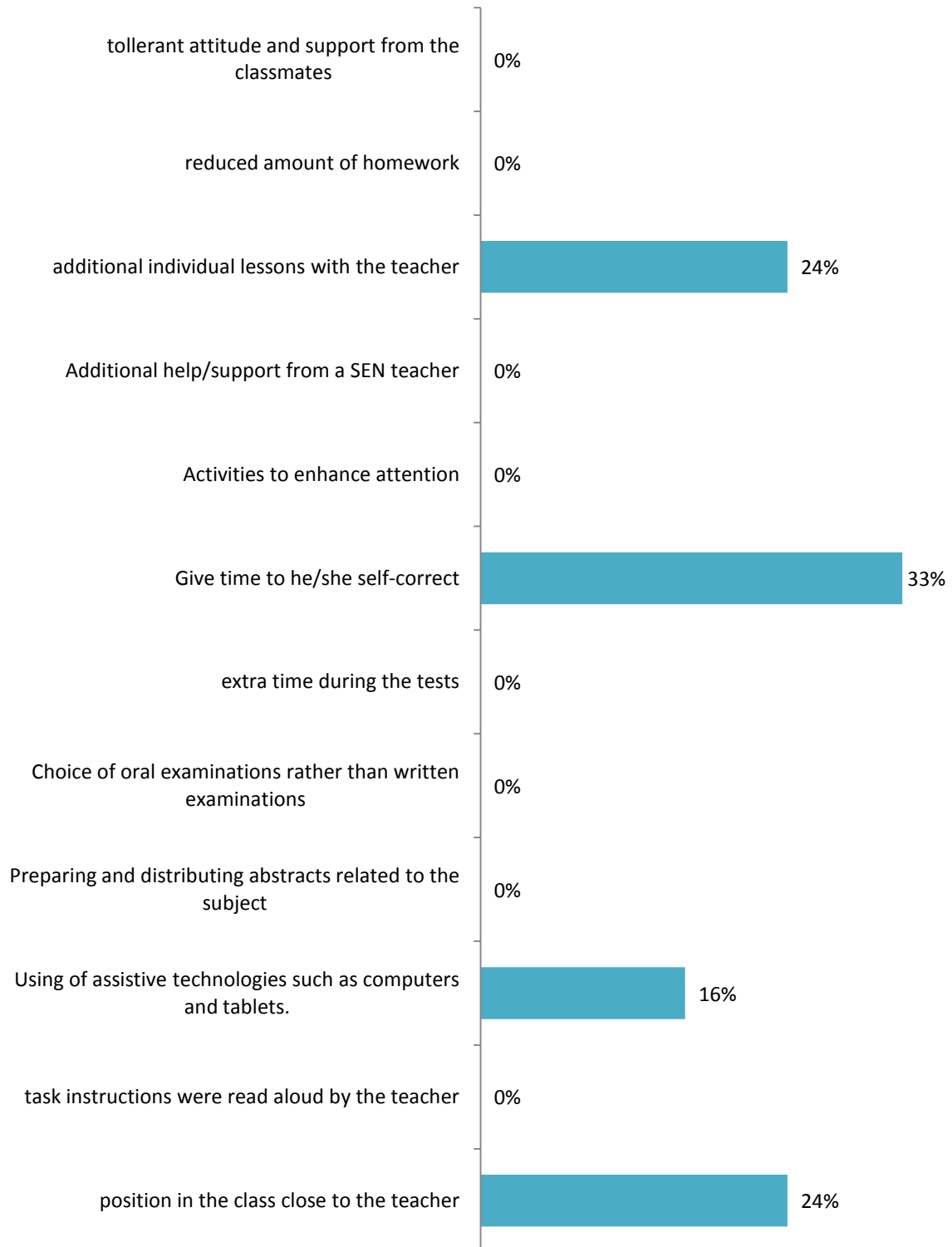
In summary most parents indicate that children receive more support in the lower secondary school than it used to be in the primary. ( Figure 10 and 11)

## Kind Of Supports in primary School



**Figure 10. Kind Of Supports in primary School**

## Kind Of Supports in secondary School



**Figure 11. Kind Of Supports in secondary School**

The parents were asked to indicate what support they give their children at home. ( Figure 12 and 13 ).

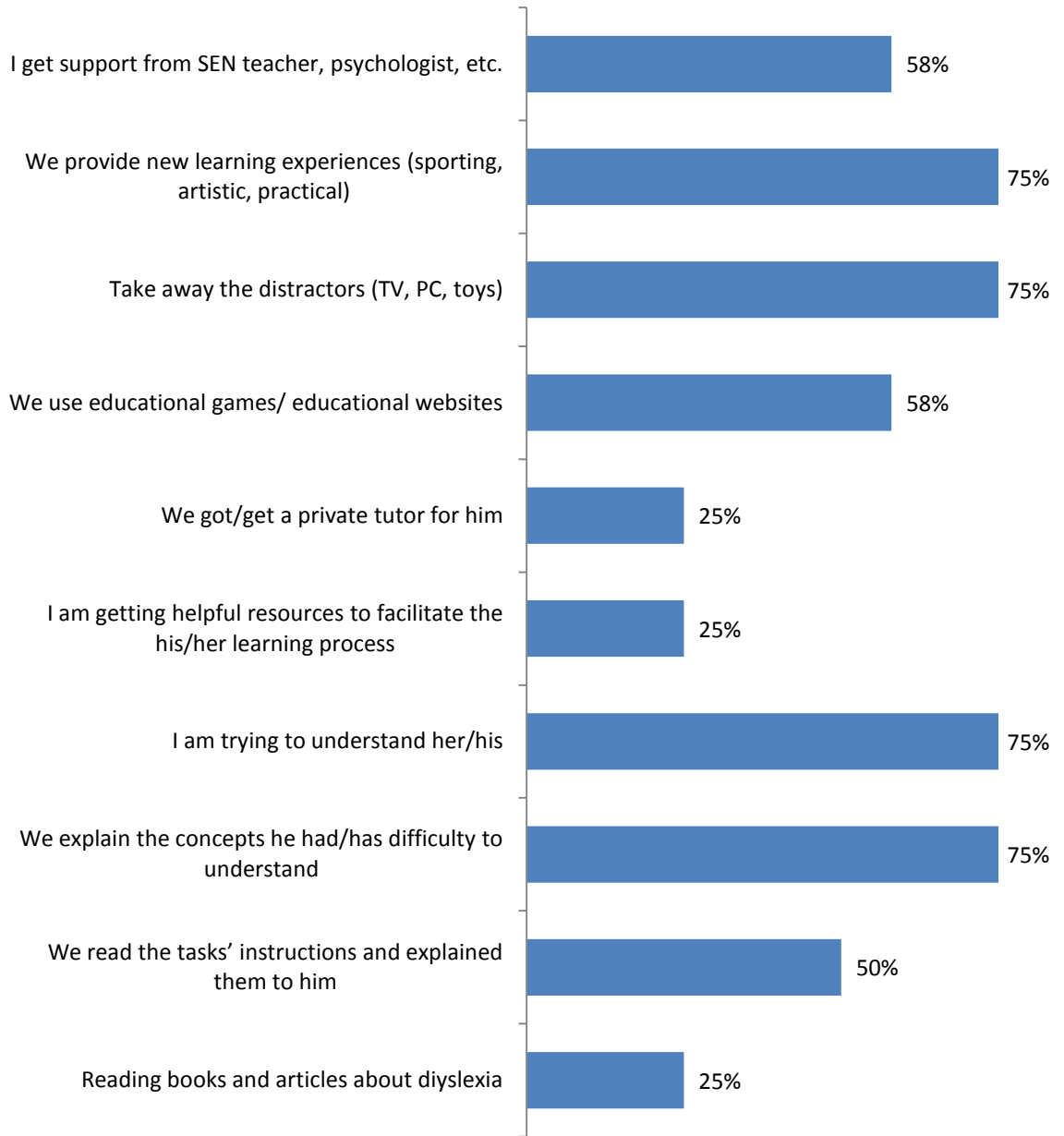
At both educational levels parents declare various kinds of help at the similar percentage rate:

- They read books and articles about dyslexia (25% in primary, 17% in secondary)
- Half of them read tasks's instructions and explained to them
- They explain the concepts the child had/has difficulty with ( 75% in primary,83% in secondary)
- 75% of respondents present understanding of their child in both educational levels
- 3 parents in primary and 4 in secondary search for helpful resources to facilitate the learning process
- 5 parents ( 2 more than in primary level) provide children with the help of private tutor
- 58% states the use of educational games and websites ( 50% in primary)
- a vast majority of parents( 75% in primary, 83% in secondary) supervise the use of distractors: TV, PC, toys, smartphones when the children are studying
- the same amount provide new learning experiences ( mostly out of school activities)
- Over half of the respondents get support from SEN teacher and psychologist in both levels of education

In the additional question the participants were required to comment on other forms of help at home. They declare purchasing educational materials designed for dyslexia ( special notebook for Polish and maths) and discussing the relations with peers if the children express problems with this area.

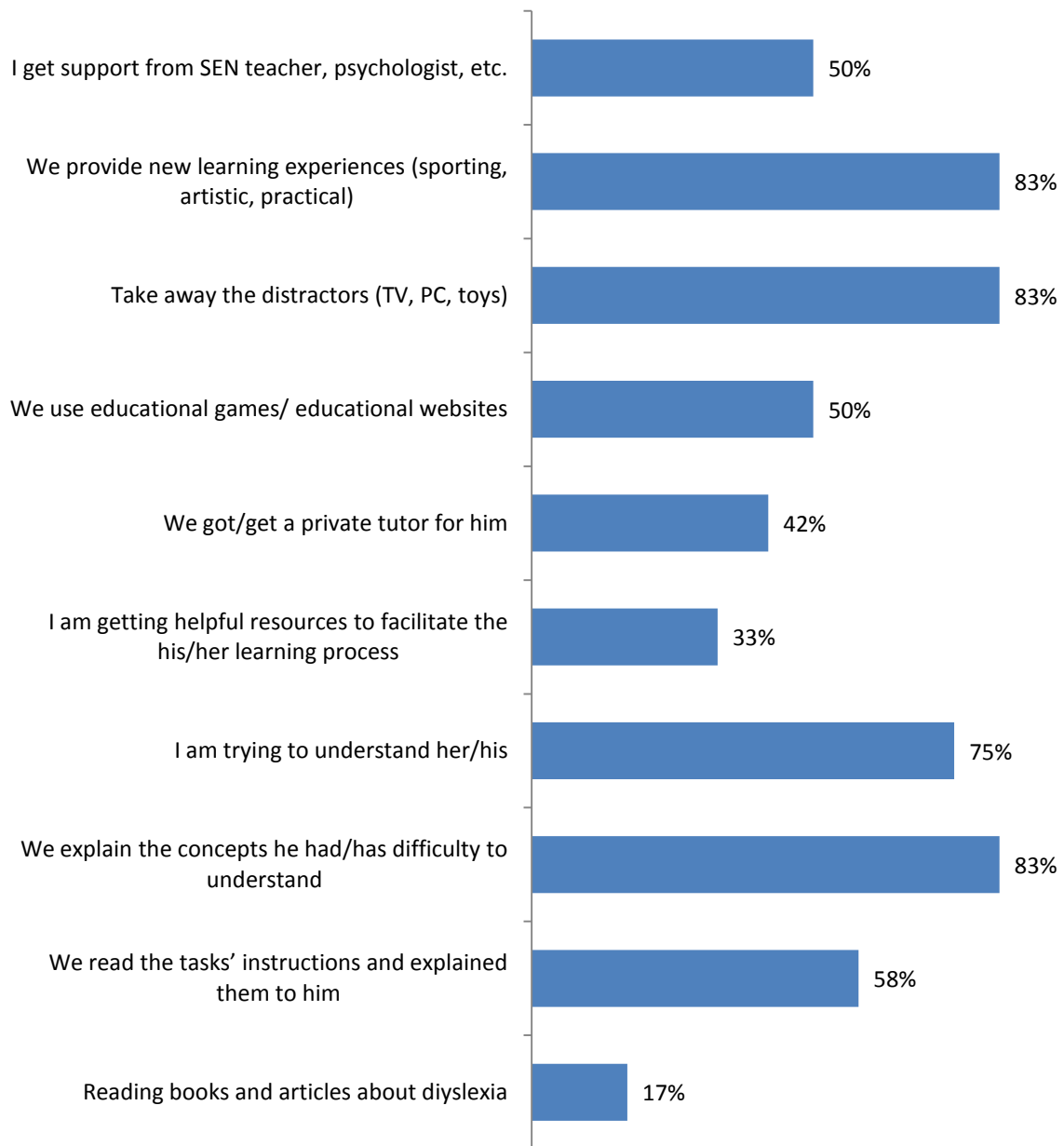


### Kinds Of Support at home In Primary School



**Figure 12. Kinds Of Support at home In Primary School**

### Kinds Of Support at home In Secondary School



**Figure 13. Kinds Of Support at home In Secondary School**

#### 3.2.4. Knowledge About Child's Educational Rights

58 % of parents are aware of their child's legal rights regarding dyslexia 42% do not have information about the issue.

#### 3.2.5. Knowledge about Help Centres for Dyslexia

The same amount of parents ( 58 %) know where to look for help for their children, they stated that Help Centres for dyslexia are very supportive.

#### 3.2.6. Out of School Activities

The vast majority of parents ( 83%) provide their children with new experiences in the field of out-of-school activities : chess classes, art courses, various sport disciplines, music practice.

#### 3.2.7. Need for Special Training Regarding Dyslexia

The last question of the parents questionnaire aimed to investigate the need for special training in order to better understand students' difficulties and support them in their educational process. 58 % responded negatively to this question, 5 parents out of 12 participating in the survey claimed this need.

### 3.3 FINDINGS OF THE SURVEY AMONG TEACHERS

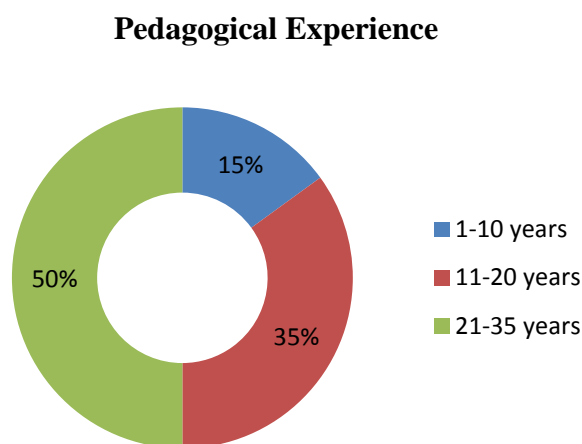
#### 3.3.1. Pedagogical Experience and Training of Dyslexia

The pedagogical experience of the teachers: ( 20 teachers in total)

1-10 years- 3 teachers

11-20 years- 7 teachers

21-35 years- 10 teachers



**Figure 14. Pedagogical Experience**

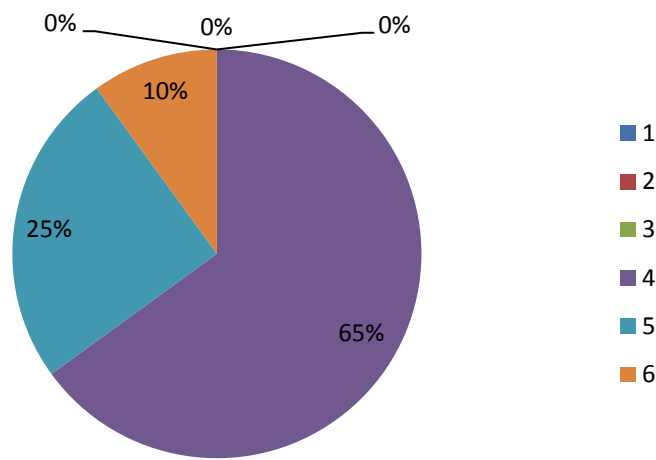
#### 3.3.3. Trainings on dyslexia

9 teachers out of 20 ( 45%) have been previously trained on dyslexia.

#### 3.3.4. Recognize dyslexic students

13 teachers declare good skills to recognize a student with dyslexia ( 65%), 5 teachers claim their skills are very good (25%) and 2 teachers answered they have got excellent skills (10%) in recognizing symptoms of dyslexia.

**Level of skill to recognize dyslexic students**

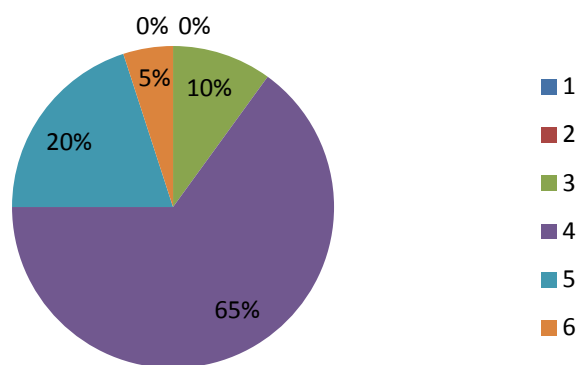


**Figure 15. Level of skill to recognize dyslexic students**

### 3.3.5. Skills/ Ability to help dyslexic students

The ability to help students with dyslexia at the excellent level has been declared only by one teacher, while 4 (20%) of the group responded that their assistive skills were very good. The majority ( 75%) stated that their skills are good.

**Ability to help dyslexic students**



**Figure 16. Ability to help dyslexic students**

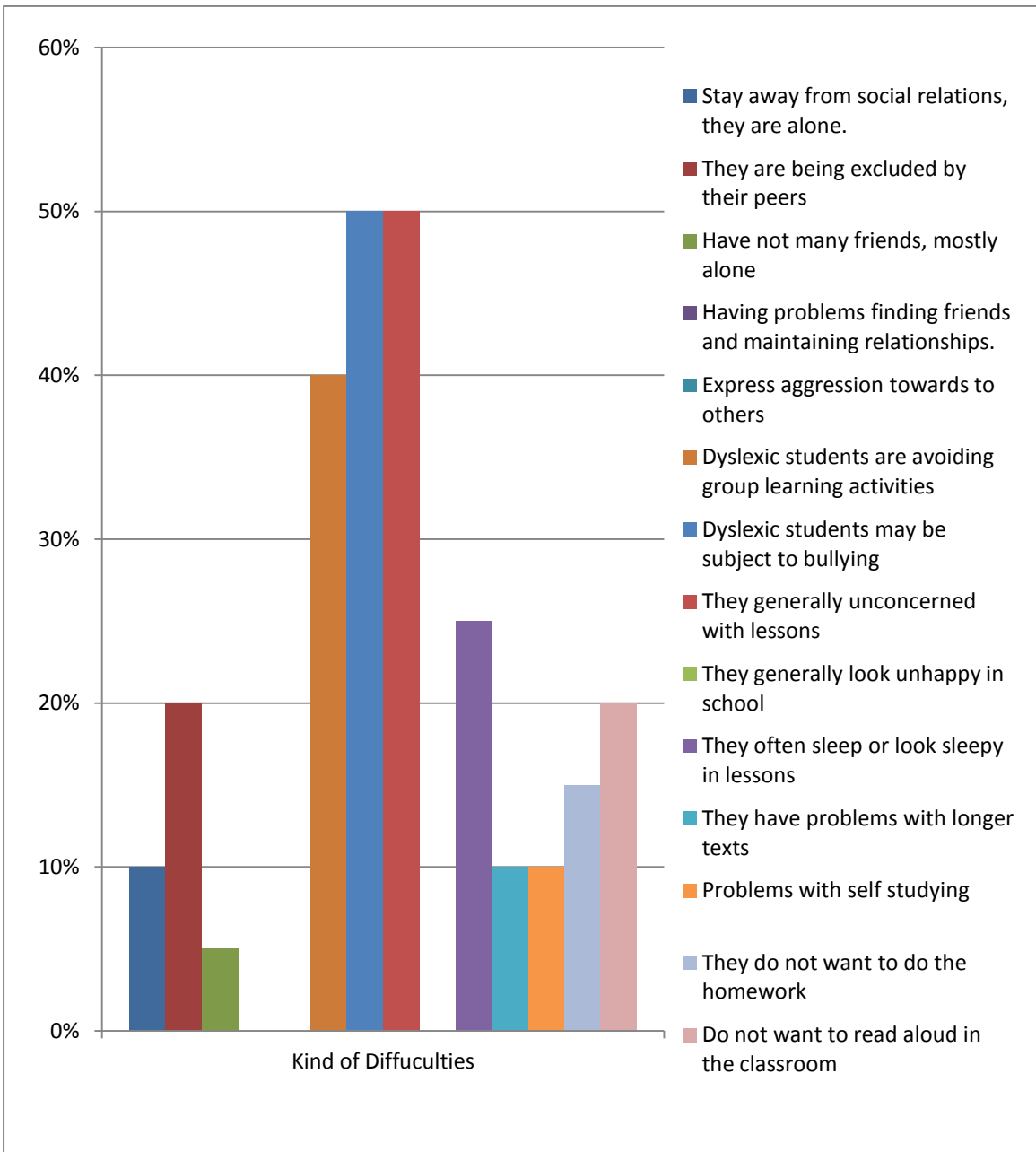
### 3.3.6. Difficulties of adaptation to middle school

The vast majority of teachers ( 95%) responded positively to the question about difficulties in adaptation to secondary school . They observed the difficulties presented as following:

- Stay away from social relations, they are alone – 10 % of teachers observe that students feel alone in school
- They are being excluded by their peers – 20% of the teachers confirm that fact
- Have not many friends, mostly alone – only 5% of responses
- Having problems finding friends and maintaining relationships and expressing aggression towards to others is not observed at all (0%)
- Dyslexic students are avoiding group learning activities – 40 % of the teachers believe that students with dyslexia avoid group activities
- Dyslexic students may be subject to bullying – 50 % of teachers think it happens
- They generally unconcerned with lessons – 40 % see the students having no interest at school
- They generally look unhappy in school – teachers do not confirm such feeling (0%)
- They often sleep or look sleepy in lessons – 25 % of teachers see that symptom

Below follows some additional comments :

- They have difficulties in working with longer text - 10% of respondents affirm that disturbance
- Problems with self studying- the same amount as above
- They do not want to do their homework – 15 % of teachers suggest it
- Ashamed of reading aloud in the classroom- 20 % of respondents confirm that pupils are affraid to read in front of the class



**Figure 17. Kind of difficulties**

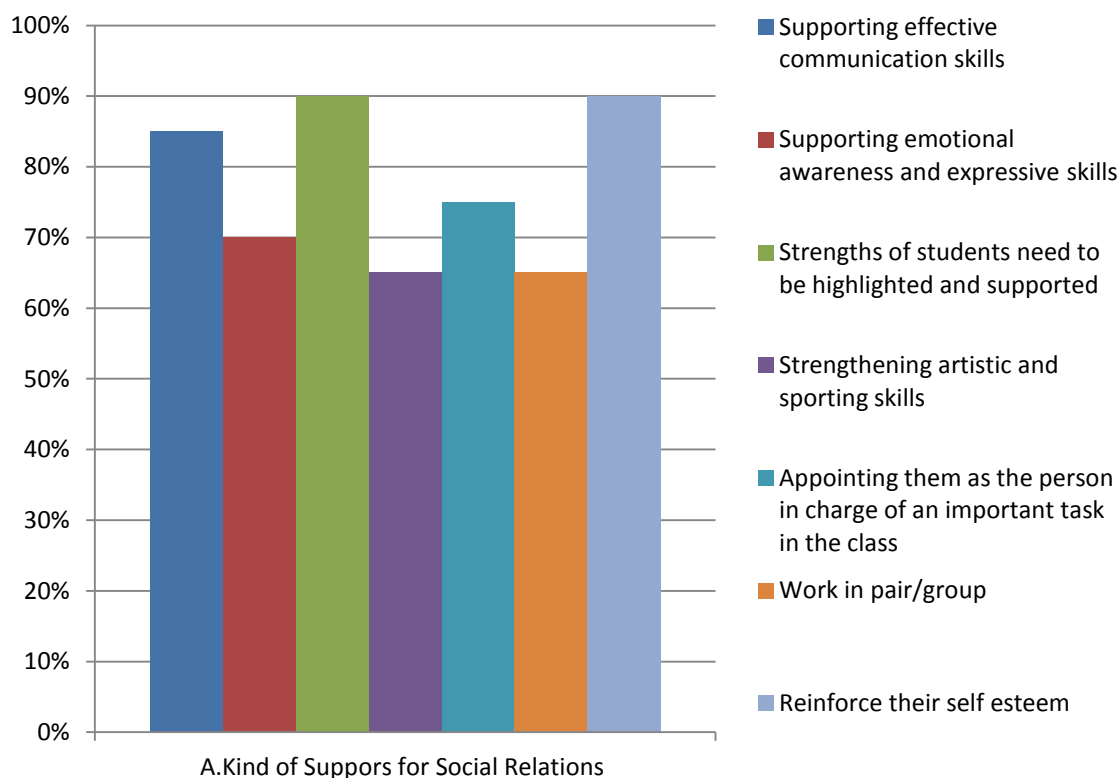
In summary for the most difficult aspects of adaptation to the secondary school 50% of respondents observed being subject to bullying , on one side and being unconcerned with lessons. 40% of teachers claim dyslexic students are avoiding group learning activities while 25% think they look sleepy in lessons and do not want to read aloud in the classroom. Not many ( 10%) have seen them staying alone or being excluded by their peers. Students have also difficulties working with longer texts (10%), problems with self-studying (10%), they do not want to do their homework (15%).

### 3.3.7. Kind of Supports for Social Relations

Here the teachers were asked to specify kinds of supports for social relations in school. Their replies were as follows:

- Supporting effective communication skills – 85 % of questioned teachers believe that dyslexic student need support for developing communications skills
- Supporting emotional awareness and expressive skills – 70 % of the teachers consider that they need emotional support
- Strengths of students need to be highlighted and supported – 90 % think it is the most important
- Strengthening artistic and sporting skills – 65 % of teachers say that students need strengthening on their sporting and artistic skills;
- Appointing them as the person in charge of an important task in the class – 75 % of teachers try to find a task to perform in classroom
- Work in pair/group – 65 % of the teachers believe it is a good solution to activate students to work in a group or in pairs
- Reinforce their self esteem – 90% of respondents claim that support as the important in the educational process





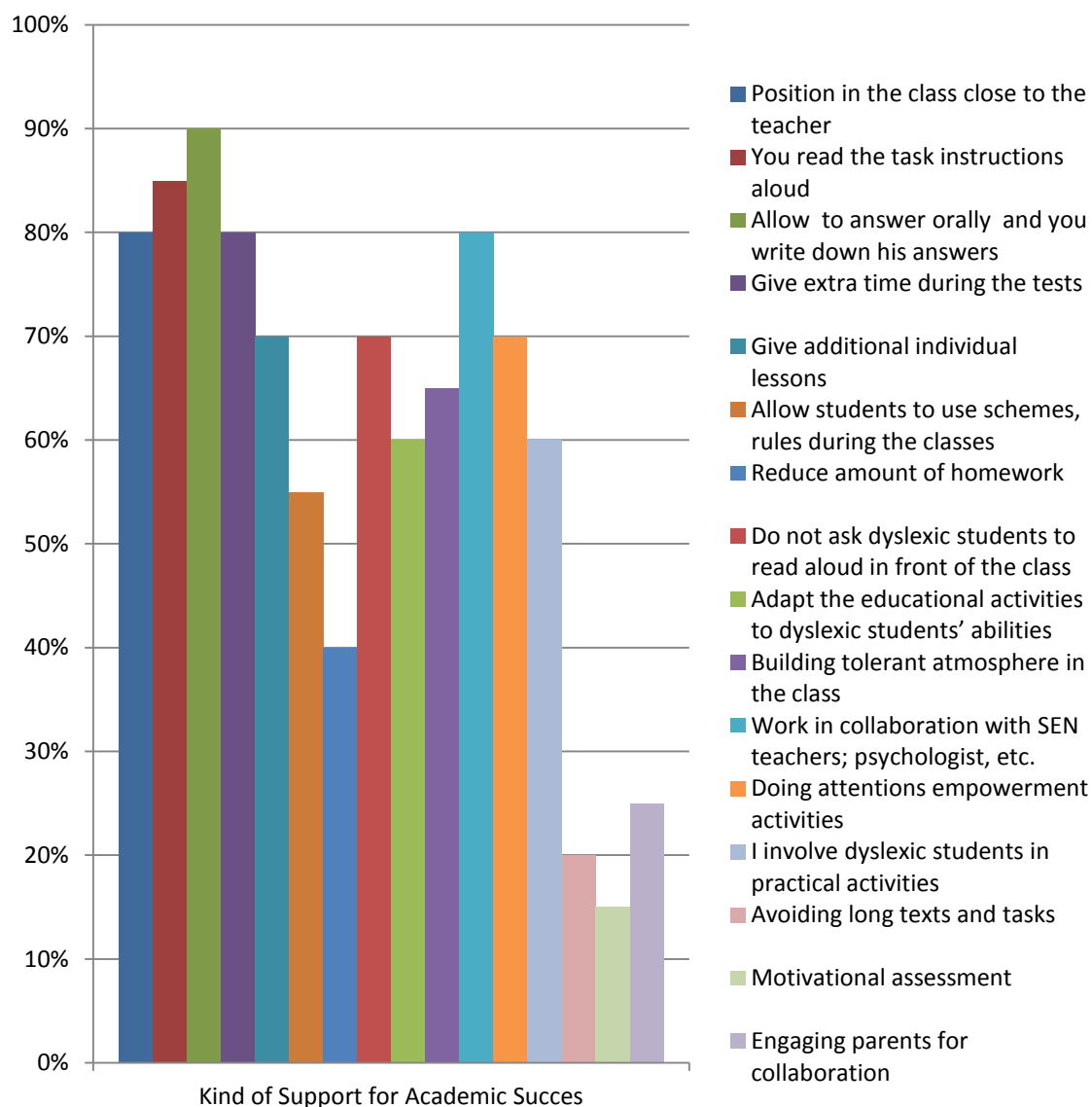
**Figure 18. A kind of supports for social relations**

In summary the most important kinds of support for social relations is reinforcing their self esteem and highlighting their strengths (90% of respondents). To help dyslexic students in school relations ,communication skills and emotional awareness should be developed.

### 3.3.8. Kind of Supports for Academic Success

The questionnaire at that point aimed to investigate what kind of support is provided for the academic success of the students. The results were listed as follows :

- Position in the class closer to the teacher – 80% of teachers use this strategy to monitor the students work and progressing in the classroom
- Reading aloud the instructions -85% of the respondents consider it useful and do it in the lesson time
- Allowing to answer orally to the question – 90 % of teachers give permission to that but they do not write the answers down
- Give additional time during the tests- 16 out of 20 teachers offer such possibility to their students
- Additional lessons- 70% of the respondents support the students with extra classes for their individual needs
- Possibility to use formulas, schemes and rules is proposed to pupils by 55% of teachers
- Reduced amount of homework – this support is declared among 40 % of teachers
- Do not force to read aloud in the class-it is used by 70 % of teachers to avoid stress and fear of public performance although it is a controversial issue
- Adapting educational activities - recognized as an effective method for 60 %
- Building a tolerant atmosphere in class- 13 teachers believe that proper supportive atmosphere is a kind of help
- Collaboration with therapists, psychologists- the majority of teachers ( 80%) declare their cooperation with specialists
- Attention empowerment activities- regarded as an effective method, used by 70 % of teachers
- Involving in practical activities- applied by 60 % of respondents



**Figure 19. Kind of Support for Academic Success**

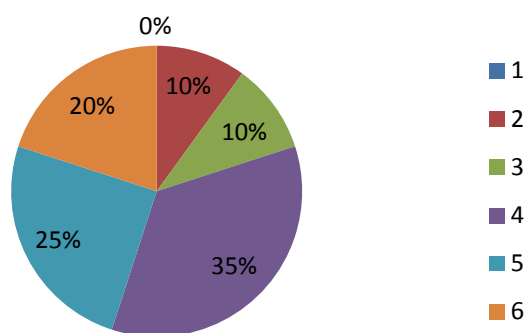
In summary when asked about the support for academic succes 80% of teachers pointed to the importance of position in the class, reading the tasks aloud ,giving extra time during tests and collaborating with specialists. Almost every teacher responded that dyslexic children could be allowed to answer orally and their answeres written down. About 70 % of respondents draw attention to allowing students to use schemes and rules during classes , adapting educational materials to the students level and invilving them to practical activities in classroom.

For the additional comments 20% of teachers suggested avoiding long texts and tasks; 15 % try to adjust teaching techniques to the sensory preference of the students; the same percentage applies motivational assessment . 5 respondents highlight the importance of collaboration with parents.

### 3.3.9. Knowledge about National Legislation Regarding Dyslexia

4 teachers (20%) present excellent level of the knowledge about dyslexia, 5 teachers (25%) very good, and 11 good (35%), 20% rather poor.

**Knowledge about National Legislation Regarding Dyslexia**

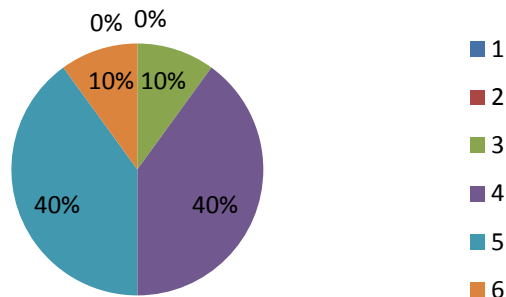


**Figure 20. Knowledge about National Legislation Regarding Dyslexia**

### 3.3.10. Communications with parents for dyslexic students

The communication with parents of dyslexic students is excellent for 2 teachers only (10%), 16 declare good relations (40%), the same amount (40%) very good but 2 teachers responded that the communication is poor.

**Communications with parents for dyslexic students**



**Figure 21. Communications with parents for dyslexic students**

### 3.3.11. Need for Special Education Regarding Dyslexia

85% of the respondents claim their need for a special training to better understand their dyslexic students' difficulties and gain new skills to support them, 15% answered negatively, thinking they have enough experience and information on the subject.

## 4. RESULTS

### 4.1.COMMENTS

The results of the study show that there is a significant shift in perception of learning in primary school and the lower secondary school . Regarding the students answers we observe the increased difficulties with handling the amount of work at school and at home. The range of new subjects and teachers is a challenge for them , but at the same time they appreciate the support from the teachers (67%).

Half of the students is supported with additional individual lessons on the subject they have difficulty with. The same amount underline the tolerant approach of teachers who understand their disorder disturbances. Students assessment of their study skills does not vary intensively from the primary level. The difficulties with written tests is observed with 50 % of respondents and with creative writing tasks also 50%. That indicates that problems with writing tasks of dyslexic students are issue to cope with. Interestingly enough student have not rated poor their reading skills (67%) indicate level 4 in the rating scale.

The findings about support at home show two significant changes: on one side the parent support diminished while half of the students work with private tutors. It may lead to the conclusion that there is a need for professional assistance in the after classes system, and at the same time parents try to increase the level of their child's independence at the learning process.

In regards to the issue of school life the majority of students find it satisfactory and express positively their feelings. Moreover they underline their friendships in the out of school are with the class mates.

Findings of the survey among parents show the change in attitude towards school. According to them children are more unconcern with the lessons ( 33%) so their level of success is lower than their peers (58%). Taking into consideration the support from school parents appreciate the possibility of using assistive technologies and self correction, additional help from specialists and individual lessons with the teacher. Surprisingly enough they do not observe tolerant attitude from the peers. When the support at home is concerned parents demonstrate their engagement and understanding of the child's disturbances. They manifest their tolerance and using helpful resources to facilitate their child's education ( 75%). What is more they take private tutors for them especially in maths and foreign languages. Half of them receive and care about support from specialists and therapists. The majority of the respondents (83%) provide children with after school activities. Most of the parents are aware of their child's rights and know where to look for help. When it comes to the special training 50% of parents declare their willingness to participate.

Regarding the survey among teachers they are mostly experienced people (21-35 years of work experience). They assess their knowledge about dyslexia issues as good (75%) and very good (25%) and still claiming the need for a special training to better understand the students and gain new skills from the innovatory approaches. The vast majority of teachers (95%) observe various difficulties in adaptation to lower secondary school in particular :unconcern with lessons ( 40%), problems with self studying and homework (50%), disturbances with writing and reading40%. In addition teachers state that some emotional and relations difficulties are significant: being excluded by peers (25%), being subject to bullying (25%). In this context there is a need for support in social relations. The most important is highlighting the students strengths and reinforce the self esteem (90%),as well as working on their communication and emotional skills. When it comes to support of academic

success the position in classroom is important (80%), allowing dyslexic students to answer orally to the question ( 90%), giving extra time during the tests ( 80 %), doing attention empowerment activities. Half of the respondents claim the significance of motivational assessment and collaboration with parents and specialists (80%).

#### **4.2.CONCLUSIONS AND SUGGESTIONS**

Generally speaking, as dyslexia usually manifests itself differently in individual students, these differences are also reflected on teachers, parents' and students' varied and at times contradictory responses. Namely, some teachers believe that learners with dyslexia are good memorisers, imaginative, organized, creative and bright, while others think that they are poor in memory skills, disorganized and slow to respond. Some teachers argue that the characteristics vary across students, according to the intensity of their difficulties.

The most important finding of the Needs Analysis questionnaire is that almost all respondents would like to be supported with dyslexia. It is evident that teachers and parents are aware of their lack of necessary knowledge and skills to deal with learners with dyslexia and thus clearly express their need and motivation to attend training courses. The majority of them expressed their need for extra knowledge and skills necessary to work with learners with dyslexia at school and at home.

The Needs Analysis questionnaire required respondents to state their difficulties and supports to suit their needs. Both parents and teachers claim their willingness for collaboration with experienced specialists.

More than half of the participants clarify that they need practical information on how to teach students with dyslexia (methods, materials, tips etc.) and a balanced content of both theoretical and practical information on dyslexia is desirable:

- Information on the psychological effects of dyslexia
- Information on how to identify/distinguish them, practical activities to be used in class
- Tips about how to grade/mark their writings
- Information about free resources that help learners with dyslexia learn and alternative activities that motivate/engage pupils with dyslexia
- Ways to involve and train parents in the teaching procedure
- Information on other learning disabilities which may occur simultaneously with dyslexia.

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