

Declaration

Univerzita Karlova v Praze

I, Beauty Abbey declare that this work is originally done by me based on the literature in the field, internet and data collected in the study. The work has never been presented before.

Pedagogická fakulta

I declare that this work can be used for reference by other researchers.

Diplomová Práce

“How may assessment results be best utilized by teachers to benefit dyslexic students in inclusive settings?”

Dean of faculty

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Praha 2006

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Abstract

This dissertation is focused on how best may assessment results be utilized to benefit students with dyslexia in inclusive settings. Through the literature and study, it has indicated that assessment plays a major role in the education system. Effective learning and teaching depend more on the teacher knowing the strengths and weaknesses of the child in the class. Teaching children with dyslexia can be tricky and confusing for teachers as the disability cannot be seen physically, so it calls for assessment to identify the learning styles of the students to employ the appropriate methods.

The case study consists of the observations of the students in the classroom and interviews with the teachers, directors, counseling centers and comparison of assessment results with their individualized educational plan was carried and analyzed. The data was summarized and put in tables for better understanding.

The results had proven that, indeed assessment results enhances the provision of learners with dyslexia in inclusive settings. An inclusive setting does not mean only the schools, but means community at large. A child who has low self esteem, cannot read and comprehend is cut completely from the society, therefore schools are seen as the first place to see that it facilitate or build up a child who will be easily be included in the family, community, employment sector as well as leisure time, thus where assessment help in identifying the potential of the child and appropriate intervention be employed.

It is with no doubt that the study answered my inquiry and there are lessons to be learned from the findings that will help to enhance my practice. It was learned that the inclusion of dyslexic learners, curriculum and the environment of the child needs to be assessed as well as the learning styles of the child should be identified. Therefore the anticipated outcomes of the study were reached.

Acknowledgements

I would like to start by thanking my supervisor, PhDr. Iva Strnadova PhD who supported, guided, encouraged and had given me critical feedback throughout the work of this theses. A special thanks to the following: PhDr.Hana Ajmova director of Zakladni Skola in Most and her staff members, The teaching staff of Zakladni Skola Specialni in Praha, Klara Greslova and Petra Vitvarova who made my interviewing easier by interpreting and translating.

In Netherlands, many thanks to the directors of Willibrodusschool Alphen, Basisschool De Weldert Goirle and their staff for allowing me to research in their schools. My sincere thanks to Henk VanDeven for organizing the teachers to be interviewed and patiently explaining the Dutch education system.

My gratitude goes to Rev Gareth Morris and his wife Elizabeth who proof read this theses and their prayers.

Lastly I would like to thank my husband Caleb and my three daughters, Winnie, Kate and Mary for their love, encouragement and prayers. Thank you for allowing me to venture in this study. God bless you all. I would like to end by saying, 'To God be the glory.'

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The statement that "education for all" (UNESCO, 1990) was seen as gateway for including children with special educational needs. One way, was to see that it is a child's right to be educated. The Salamanca statement clearly advised, where should the education of the special need learner take place "...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or marginalised areas or groups" (UNESCO, 1994). It also supported the human rights perspective because it states that "education and participation are essential to human dignity and the enjoyment and exercise of human rights." Equally Rogers (1995) describes inclusion as

...an approach by the school that says all pupils in the educational area who have disabilities or who experience difficulty in learning should enjoy the same rights of membership of the mainstream as all other pupils. They should be fully part of schools' learning life and receive an education and social life according to their age, needs, abilities and ability" (Rogers in Thomas and Vaughan, 1995).

Chapter One

1.1 Background

The statement that “education for all” (UNESCO, 1990) was seen as gateway for including children with special educational needs. One way, was to see that it is a child’s right to be educated. The Salamanca statement clearly advised where should the education of the special need learner take place “...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or marginalised area or groups.” (UNESCO,1994). It also supported the human rights perspective because it stated that “*inclusion and participation are essential to human dignity and the enjoyment and exercise of human rights*” Equally Rogers also describes inclusion as

“...is an approach by the school that says all pupils in the catchment area who have disability, or who experience difficulty in learning, should enjoy the same rights of membership of the mainstream as all other pupils. They should be fully part of schools community and receive an education and social life according to their age, needs, aptitude and ability.” (Rogers in Thomas and Vaughan, 1998:8).

Botswana as a signatory (along with many other African countries) to Education For All (UNESCO 2000), blessed the statement as it was keen to implement the special education or we may say, inclusion. Thus, the first goals of special education as stated in the Revised National Policy on Education - RNPE (1994) are

- To ensure that all citizens of Botswana including those with special needs have equality of educational opportunities;
- To prepare children with special educational needs for social integration by integrating them as far as possible with their peers;

The Salamanca statement did not only address the right of children with special needs, it also pointed out that the possibility that children can be included in the mainstream when their needs are known and addressed. In reality inclusion does not necessarily mean the child in the mainstream class without full participation of the daily activities enjoyed by all the children of his/her age. Assessment was noted as the most important tool or practice that will enhance the inclusion of special needs learners.

In an effective education system, all students are continuously assessed on their educational progress in relation to the curriculum, subsequently assessment

should focus on the characteristics and attainments of the students, as well as on how each student can learn within the curriculum. Subsequently, *"assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students,"* (UNESCO, 1994). In this statement it puts a child with special education as a beneficiary of inclusion program. In an effort for Botswana to meet the standards for inclusion the Revised National Policy on Education included statements like:

- To ensure a comprehensive assessment that is based on the child's learning needs and not on group norms, and which is followed by individualized instruction;
- To promote early identification and intervention, this will ensure the maximum success of the rehabilitation process. (RNPE, 1994)

Most countries, like: Czech Republic, South Africa, Zimbabwe, United Kingdom and Netherlands have a theoretical interest in terms of formulating policies in Special Needs Education which are meant to support the needs of children experiencing learning difficulties. These policies include, among others, the need for meaningful assessment of children with special needs. Assessment therefore forms an integral part of the education system without which the students' academic progress may not be evaluated. However, a number of factors may

hamper the smooth implementation of policy, such as human resources, finance and other related issues such as the curriculum in place. Students with special needs may require extra help in gaining access to the curriculum. An essential prerequisite in all cases is adequate assessment.

"Pupils' programmes of work must be drawn up on the basis of comprehensive detailed information of an individual's strengths and weaknesses, the nature and likely effect of any handicapping conditions, ... Medical and psychological perspectives should be taken into account, but the central concern has to be educational....

"Care must be taken to ensure that ... whatever information is collected is used to promote pupils learning." Hegarty, (1990:106).

Moreover, Taylor finds assessment a

"critical component of the educational process. It allows educators and other professionals to make relevant educational decisions. If however, appropriate assessment procedures are conducted, the information obtained can be used to enhance the teaching process." (Taylor, 2003:1)

The education of special needs learners which by the beginning of the 20th century was seen as something that segregates and isolates them from mainstream society is now seen as a major shift to inclusion of them into the

mainstream. It is the right of every learner regardless of whatever disability or language to be included in the mainstream society. Bellamy commented that:

"A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights."

(Bellamy in Bogdanowicz and Sayles, 2004:17).

However with the UNESCO Salamanca Statement it stated that regular schools are a place of combating such discrimination. This enquiry has chosen one disability which is commonly found in the mainstream or sometimes included but in practice excludes them from learning - children with dyslexia.

In accordance with the Salamanca framework of action, Botswana, Czech Republic and Netherlands had responded in making policies on inclusive education in the mainstream. Amongst the children to be included is a group of students which forms a small population within the countries, children with dyslexia.

The impetus for this research project came originally from my own experience and personal interest. Being an assessment officer assessing children with different learning disabilities and dyslexia, I end up writing a report and making some recommendations for teachers to carry out to assist learners with learning difficulties. But, as far as I know such learners reports results are kept for

records and are not used for their purpose. The purpose of this study is to critically analyze the underlying impeding factor through literature review in related studies and this research project.

1.2 Botswana's response towards inclusion:

The Botswana Government did not only make some policies on the inclusion of children with special educational needs. The opening of Central Resource Center (CRC) for Special education was an effort to try to identify the needs and advise teachers, administrators as well as other Government Ministries that are involved with the provision of special needs learners. The Center is responsible for assessing learners with special educational needs, advising teachers on intervention strategies, the placement of such children in appropriate places particularly mainstream schools, and ensuring the procurement of learning aids for such learners as well as accessibility to schools. The center is challenged with multiple problems and does not work effectively to meet the requirement as intended. Research done by Dart and Malatsi came out with the following.

- Many children are referred by the schools without adequate information from school records.
- Some children are being brought in too late when it is difficult to provide appropriate interventions.

- Inability to make follow - up by the CRC staff due to inadequate staffing (as one officer put it, "We identify only to abandon").
- Lack of interest on the part of other stakeholders in the provision of special needs education.
- Lack of culturally relevant assessment tools.
- Language problems between stakeholders (many speaking limited or no English and some speaking limited or no Setswana), Dart and Malatsi (2004).

Furthermore the Salamanca statement clearly noted that for inclusion to successfully take its stand it will need: resources, partnership from parents, some pupils may experience more problems than the others so the adaptation and modification of the curriculum, as some pupils may experience more problems than the others, support of professionals, support of teachers in the mainstream by making working teams to support one another or short term training. One of the most important recommendations in the National Policy with regards to educating children as far as possible in the ordinary schools is 92b which states that

"At least one senior teacher in each school should be appointed to be responsible for the handicapped children in each school. This teacher must be a member of the School Intervention Team and

should organize special remedial tuition for the children with specific learning problems. In time these posts should be filled by trained, special education teachers.” (RNPE, 1994:92b)

The government clearly felt that giving the staff in schools the right support in terms of training and the responsibility for all children with a variety of needs in their locality would be major step towards the inclusion of all learners. The C.R.C. for assessment was not only charged with the assessment and placement of children with special educational needs, but is also responsible for making awareness programmes for mainstream teachers, it is also to enable special needs coordinators to be able to identify and support learners as well as coordinate schools intervention teams. Botswana has policies that support inclusion but the implementation of them is still insignificant as it is still found that assessment of special needs children results are not really taken into account when making plans, programs as well as strategies and methods used by teachers.

Amongst the children to be included is a group of students which forms a small population within the countries, dyslexic learners. In Botswana such learners are not recognized. They tend to be grouped with other learners with learning disabilities. As children with dyslexia are grouped with other

disabilities, their population is not known or teachers are not aware that they have such learners in their classes. So accommodating children with dyslexia in their plans or giving assistance remains to be questioned when we talk about inclusion. Until they are recognized and known, such learners will remain with the same problems because the schools policies still group pupils with handicap. It is unlike our neighboring country, South Africa, which recognizes them and has policies. Also research and studies are being carried as well as developing materials that are sensitive to the locals, (www.ncbi.nlm.nih.gov/entrez/query). It also implies that teachers are sensitized about children with dyslexia. Assessment tools also are developed that help to screen and identify children with dyslexia.

One key issue that is overlooked by the Botswana Government is the early identification of and early intervention for special needs learners. The government does not provide education for the first years of school that is pre - school years. Such a part of children's life is left to the parents responsibility in such a way that a large population of 5 1/2 years old school - going children start school without entering the pre - school. Such education or services are provided by private people who charge the parents a lot of money for school fees. Again such services are provided as businesses and

the staff that they employ is not qualified to deal with the special needs of children. There are lots of problems when it comes to the point of children at risk because they are not given the right intervention while there is still time. It brings us to the point that not all parents can afford to pay school fees, thus they start their standard one without early development program and are introduced straight into formal education. This creates problems for such children and teachers, as teachers are interested in completing the years syllabus and do not take any cognizance of children who fall back on the way. This demonstrates that by lack of awareness about dyslexic children results from lack of proper assessment tools. Reflecting on this practice brings the zeal of bringing in high level of dyslexic awareness in the country.

Bogdanowicz and Sayles (2004) noted that there are three main barriers for people with dyslexia: "The environment, including inaccessible communication and written language; the attitudes, including stereotyping, discrimination and prejudice; and the organizations, including procedures and practices which are inflexible" (page 9). These barriers can disable people with dyslexia, and when they are removed or reduced, through early identification, appropriate intervention and support, people with dyslexia will be able to take a full and active part in education and society.

1.3 European Countries' response

Responding to the United Nation's document, Towards a United Nations Convention on Human Rights of Person with Disability (2002), the signatories stated, "For we in the mainstream cause most of the problems for people with disabilities. We don't design the built environment to cater for the difference of disability. We do not adjust our educational apparatus to accommodate different ways of learning." (cited in Bogdanowicz and Sayles, 2004:6) This was an admission of all the signatories to why people with disabilities continue to be excluded.

The European countries also took a further step too, by ensuring that the Salamanca Statement on Principles, Policy and Practices in Special Education does not prove to be in vain in the case of learners with dyslexia. They surveyed a bit further on what this means to pupils with dyslexia. According to Bogdanowicz and Sayles (2004) they looked at the rights of dyslexic children in Europe. There was an agreement that education policies should recognize that every individual has unique characteristics, interest, abilities and learning needs and education systems should be designed to provide informed evaluations and derive appropriate educational programmes

to accommodate the wide diversity of these characteristics and needs. All policies should reflect that these rights are irrespective of the individual's first language.

However, inclusive education supports the social model of disability but for successful inclusion of pupils, education systems often have to initiate significant change. The European Dyslexia Association came up with the following ten principles that support the successful inclusion of pupils with dyslexia. Not all of the principles will be discussed but only those that are relevant to this study and countries chosen to be studied.

A whole – School, Multi-Disciplinary Approach by identifying and meeting the needs of pupils with dyslexia should be planned and implemented in all schools, and should involve pupils, parents, teachers, management and school- support services.

Key Involvement of All Teachers – All class and subjects teachers should be centrally involved.

Early and Graduated Intervention – Where possible, learning difficulties should be identified in the first years of schooling, and, periodically, over-time, appropriate adjustments based on need should be made.

Support Services should be available to pupils with dyslexia matched to the severity and persistence of their learning difficulties.

Focus on individual Learning Needs for example, program planning and provision for pupils with dyslexia.

Accountability and Transparency

Inclusiveness – Where possible, the needs of pupils with dyslexia, should be met in such a way that they enjoy the same educational experiences as other pupils without such needs.

.1.4 Czech Republic:

Czech Republic like some other countries had responded well in making legislation and policies that are used as guiding factors on how to go about catering for the less than 8% of school going children with dyslexia. The Ministry of Education provided individuals with dyslexia the right to free, appropriate public education, which includes the right to special education and other related services for children with any kind of disabilities. In the public school system there are more specialised classes and very few schools for children with dyslexia. Most children with dyslexia are integrated in mainstream schools, (Zelinkova in Smythe et al, 2004). Currently the European Union member countries are supporting the social model of disability and to subsequently the development of policies towards inclusion of pupils with special educational

needs into mainstream schools, providing teachers with varying degrees of support in terms of supplementary staff, materials, in – service training and equipment for teachers. However the European Union had identified three categories of approach towards inclusion of dyslexic learners:

- 1) Countries that develop policy and practises geared towards the inclusion of all pupils within the mainstream;
- 2) Multi- track approach: Countries that have a multiplicity of approaches to inclusion offering service between 2 systems, i.e. mainstream and special needs education of which Czech Republic is in this category;
- 3) Two-track approach: Countries where there are two distinct education systems; pupils with special educational needs are usually placed in special classes or special schools of which Netherlands is one of them and was reported being in a process of moving from a two – track to a multi- track system, (Bogdanowicz and Sayles, 2004).

Zelinkova in Smythe et al, (2004) trace it back to year 1965 when the Czech society was becoming aware of dyslexia and thus in 1971 there were specialized classes of children with dyslexia. Nowadays there are lots of publications in the area of dyslexia that brings new information about the dyslexia. This is also seen on television and radio which have special programmes on dyslexia. Teacher

training and professional awareness have taken into consideration to incorporate basics on dyslexia and how to identify and make some interventions like remediation to meet their needs.

The teacher in the classroom is the first to recognise the child's difficulty and provides the first assessment by observing and monitoring the speech and language development, motor development, auditory and phonological levels, and concept of time and space. If they find that it is necessary, they then send the child to the Educational Psychological Consulting Centre (PPP). It is time it when proper and intensive assessment will take place. Then the report will be sent to the parents, for the protection of the parents. It is up to the parents to inform the teacher and the remedial therapist or send the report so that they can find what steps to take or what intervention program is needed. Still the child goes back to the class teacher to continue with the intervention program.

In the early years of the education of the children, they are not assessed, but their development is evaluated by professionals. In case of irregularities or problems the nursery school will, with the agreement of parents, provide educational, psychological or medical consultations and offer remedial and developmental programmes tailored to the child's individual needs. The Czech schools have adopted the system of oral assessment in schools and children with dyslexia

stand a better chance of properly being evaluated. They are allocated extra time during the examinations and allowed to use appropriate aids. The use of multi – sensory teaching strategy especially for the children with dyslexia is encouraged.

<http://www.eurydice.org>

1.5 Netherlands

Netherlands with the population of 3% who are said to have dyslexia also as a member of European Union approached the need to provide for their children with dyslexia. Currently they have two laws in force that can be claimed by students with dyslexia at various stages of Secondary education. According to Kees van den Bos in Smythe et al, (2004) a school can ask for financial support in order to let the children with dyslexia participate in a remedially oriented programme. Secondly, the statutory order on final examinations allows the pupil with dyslexia to spend an extra 30 minutes to complete a particular test. This law is seen to be trying to address the needs of the learners with dyslexia in Secondary schools.

One way of addressing dyslexia is that, since 1997 the Dutch National Science Foundation (NOW) has sponsored the dyslexia research programme 'Identifying the Core Features of Developmental Dyslexia: A Multidisciplinary approach'. The programme is conducted by researchers from the Dutch universities of

Amsterdam, Nijmegen, and Groningen. Several programs are taking place but the only relevant one is the 4 year olds who are genetically at risk that is they are born of families in which at least one parent or one close relative are dyslexic. The children will participate in training experiments of early intervention and prevention.

According to the Dutch system of education children are admitted into school at the age of 4 years which is at the kindergarten stage. They are now introduced to the multi-sensory approach, that is, motor skills, language skills, musical skills, sensory skills and social skills are developed. However if the child at the end of the year did not progress well, the child is given a chance of one year in formal education to see if the problem does not reduce by remediation. It is then when a child can be referred for assessment to the psychologists.

The Gezondheidsraad: Commissie Dyslexia advised on systematic approach in diagnosis and treatment of children with reading and spelling problems. This is seen as a step ahead as it gives the teachers the opportunity to observe and apply intervention strategies that will help to reduce the severity of dyslexia. However, Eleveld (2005) affirms that "early identification and early intervention are necessary to minimize or even prevent reading disabilities and

accompanying problems of children at risk for dyslexia" (Eleveld, 2005:17). Therefore identification requires assessment of processes underlying reading, or, in other words, finding the early predictors of dyslexia is also fundamental for designing early interventions for children at risk.

Chapter one

The Stichting Dyslexie Nederlands (SDN) main objective is to enhance the scientific quality of diagnosis and treatment of dyslexia as practised in the Netherlands. This is done through publication of proposals of protocols pertaining to the issue of management of dyslexia and by disseminating scientific knowledge through national conferences and experts meetings. At this present moment schools in Netherland are using protocol 1 and 2 as guiding document to provide for dyslexic learners respectively in their schools. The protocols assist the teachers in screening and applying strategies to provide for dyslexic learners.

And this significance to this research based on the literature.

It is from this note that research will take its stand to try to find out where there are: clear policies on inclusion, assessment tools, pupils profiles, early identification of children with special educational needs, qualified professional and support staff, and where medium of language is not a barrier, how assessment can be best utilized by the teacher to benefit dyslexic students in

inclusive settings. Also not forgetting to find out how are teachers supported or motivated in the inclusion practice.

1.6 Structure of the study

This study is divided into six chapters and these are their summaries:

Chapter one

This chapter is starting off by explaining how the countries responded to the Salamanca declaration statement, in terms of policies and provision for children with special educational needs. Background of the three countries: Botswana, Czech Republic and Netherlands was also brought into perspective, the motivation to carry the study was also noted.

Chapter two

The chapter entails the reviewing of the literature based on the studies and researches. Definitions of terms like 'dyslexia', 'assessment' and inclusion and their significance to this research based on the literature.

Chapter three

It gives details on methodology employed, what tools were used to collect the data, how data was collected and analyzed. It explains what was done to validate the data and what considerations were there for ethical issues. Limitations of the study were also noted and the expected outcome of the study.

Chapter four

This chapter presents the data which is in a form of reporting about outcomes of interviews, observations and assessment records.

Chapter five

The chapter entails analysis of results which is in the form of describing some of the outcomes and verified or backed by the literature and studies carried.

Chapter six

Finally this chapter deals with the evaluation of work undertaken, methods, the implication of the study and whether the research addressed the research question. It is the chapter where value is added in the practice, like making recommendations.

Literature Review

2.1 Introduction

In this literature review, I firstly clarify the key terms of my research. My aim is to find out how assessment results may be utilized by the teacher to benefit children with dyslexia in inclusive settings, furthermore, to deepen my understanding by exploring the available literature concerning the key areas of study and what had already been done by other researchers regarding inclusion of learners with dyslexia. Simultaneously, in each section, I explore and formulate what my research should be, according to the theory, my acquaintance, and my practice. There are three key words that need to be defined such as 'assessment', 'inclusion' and 'dyslexia' and the implications towards the study. The literature will draw out the importance of assessment in providing for children with dyslexia. Before making my own decisions what the literature is saying about dyslexia is that children with dyslexia can not be recognized by looking at them without proper assessment. This is where assessment fits in to make sure that they are appropriately included in the classrooms.

2.2 Definitions of dyslexia

Hepworth (1971) finds that the word dyslexia has been used either vaguely for reading difficulties generally or by various writers in different ways, according to their professional background, or the school of thought to which they adhere.

Since the cause of dyslexia is still largely unknown, there are many possible definitions of dyslexia as for example: Dyslexia is defined as learning disability affecting reading ability. Persons with dyslexia may have difficulty remembering, recognizing, and/ or reversing written letters, numbers, and words, might read backwards, and have poor handwriting, www.dphilpotlaw.com/html/glossary.html.

Dyslexia is one of several distinct learning disabilities. It is a specific language based disorder of constitutional origin characterised by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not a result of generalised developmental disability or sensory impairment. Dyslexia is manifested by variable difficulty with different forms of language, often including, in addition to problems in reading, a conspicuous problem with acquiring proficiency in writing and spelling, (Augur, 1992 in Hales, 1994)

Children with dyslexia are those with average to superior intelligence whose achievement in language skills - reading, penmanship, spelling, oral and written expression is not commensurate with their intelligence in spite of educational opportunities, socioeconomic background and even the desire to learn. They are

neither mentally deficient, brain damage, primarily emotionally disturbed nor do they have learning disabilities per se. Their difficulties are specific to language skills and are, in no way, global in nature. They are responsive to a multi-sensory instruction taught by trained teachers. Their learning depends upon the degree of the disability, when instruction begins, native intelligence, and the skill of the teacher (Riddick, 1996).

Dyslexia is a neurologically based disorder, often familial, which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language (including phonological processing) in reading, writing, spelling, handwriting, and sometimes in arithmetic. Dyslexia does not result from a lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although dyslexia is a lifelong phenomenon, individuals with dyslexia frequently respond successfully to timely and appropriate intervention, (Orton Dyslexia Society in Reid, 1996)

One of the difficulties regarding definitions is that dyslexic children are first and foremost individuals and while they may share some common difficulties there

are individual differences. The British Dyslexia Association suggests a broad description which clearly displays the range of difficulties which can be experienced by dyslexic people. This definition is useful because it is both comprehensive and broad in scope. The definition describes dyslexia as "a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short term memory, sequencing, auditory and /or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation

<http://www.gavinreid.co.uk/documents/e124->

[An_Overview_of_Current_Research.rtf"](#)

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

<http://www.gavinreid.co.uk/documents/e124->

[An_Overview_of_Current_Research.rtf"](#)

A similar definition indicated by the Committee of the Health Council of the Netherlands who prepared a report on the definition and treatment of Dyslexia (Gersons-Wolfensberger and Ruijsenaars 1997) which suggested that 'dyslexia is evident when accurate and fluent word reading and /or spelling does not develop or does so very incompletely or with great difficulty'

<http://www.gavinreid.co.uk/documents/e124->

An_Overview_of_Current_Research.rtf"

Pumfrey and Reason (1991) came out with a specific or contextual definition that dyslexia is

"organizing or learning deficiencies which restrict the student's competencies in information processing, in motor skills and working memory, so causing limitations in some or all of the skills of speech, reading, spelling, writing, essay writing, numeracy and behaviour" (Pumfrey and Reason, 1991 in Hales, 1994).

According to Riddick (1996), dyslexia is a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities that are frequently of constitutional origin. Dyslexia is a disorder in children, who, despite conventional classroom experience, fail to attain the language skills of

reading, writing and spelling commensurate with their intellectual abilities. However, Rourke (1985) clearly explained that clinic based studies suggest that children identified as dyslexic have problems with a variety of cognitive and neuropsychological skills and comorbidity of reading disability with attention deficit hyperactivity disorder (ADHD) and other academic skills disorders e.g. mathematics and spelling (Rourke 1985, in Blanchman, 1997).

From the definitions, we can conclude for the purpose of this study that dyslexia is a developmental learning disability that has a neurological basis with a cluster of symptoms that among others affect different forms of language abilities in an affected child. Therefore children with developmental dyslexia are only recognised when they are expected to perform in academics and they fail.

2.3.1 Etiology

There are generally two types of dyslexia that Bailey, Jacob and Wadlington, (1996) had distinguished, that is: developmental dyslexia, whose origin is suspected to be congenital or hereditary and acquired dyslexia, a disability that occurs as a result of brain injury after learning to read, (Bailey, Jacob and Wadlington, 1996). Lyon, (1995) finds that most of the students with dyslexia in regular classrooms have developmental dyslexia, which is thought to be connected to brain chromosome differences, (Lyon, 1995 in Bailey, Jacob and Wadlington, 1996).

2.3.2 A family history of learning difficulties

The more common type of dyslexia is inherited through the chromosome and called 'developmental dyslexia'. This has been found to be more common in boys than girls, and is thought to be due to an excess of the male hormone testosterone during pregnancy. If there is a history of learning difficulties among one or more members of the family, it might be significant (Goldberg and Schiffman 1972). Recent studies on identifying the genetic basis for dyslexia, estimated that the risk of a son being dyslexic if he has a father with dyslexia is 40%. The work has been focussed on the heritability of reading sub – skills and particularly the phonological component (Gilger, Pennington and DeFries, 1991) in Reid, no date). Castles, Datta, Gayan and Olson (1999) found a strong heritability element among 'phonological dyslexics' and Olson, Forsberg, Wise and Rack (1994) found also a strong heritability component both for phonological decoding and orthographic skills (Castles, Datta, Gayan and Olson, 1999 and Olson, Forsberg, Wise and Rack, 1994 in Reid, no date)

Similarly studies of gene markers for dyslexia have been found in chromosome 15 Smith, Kimberling, Pennington and Lubs (1983) and more recently in chromosome 6 Fisher et al (1999). Stein and Monaco (1998) suggest they may

have found a possible site of dyslexic genes in chromosome 6 and significantly they may be in the same region as the genes implicated in autoimmune diseases that have been reported to show a high level of association with dyslexia (Smith, Kimberling, Pennington and Lubs, 1983, Fisher et.al 1999 and Stein and Monaco 1998 in Reid no date).

2.3.3 Confusion over left and right

Hepworth (1971) affirms that many dyslexics are found to possess firm dominance – as regards brain functioning, and many appear to be crossed laterals, although the determination of left or right handedness – footedness and eyedness is not a simple matter. The researches done by Clark (1970); Rutter, Tizard and Whitmore (1970) Moresley (1988) confirm the cross lateral dominance, (Clark, 1970; Rutter, Tizard and Whitmore, 1970; Moresley, 1988 in Hales, 1994).

According to Hepworth (1971) there has been some report of records of eye movement of dyslexic while attempting to read, which are said to be very erratic.

It must be admitted that the notion of dominance and laterality as an important aetiological factor in reading disability has been discarded by many theories. It has to be noted that mixed laterality, or sidelines with no clear cut cerebral dominance, may prove to be a more significant aetiological factor in dyslexia than

sanitarily has proven to be. The dyslexic often displays clumsiness of gait, if manual dexterity and so on must be treated with caution.

Bakker (1994) identifies different types of readers - 'perceptual' and 'linguistic' each with a different hemispheric preference and each having implications for teaching. The perceptual has a right hemisphere processing style and may have good comprehension but poor reading accuracy. On the other hand the 'linguistic' reader utilises the left hemisphere and reads accurately but in some cases may be over-reliant on the left hemisphere and may not show the comprehension level of the 'perceptual' reader (Bakker 1994 in Reid, no date)

2.3.4 A discrepancy between the pupil's ability and their actual achievement

If a child is noticed, who appears to be average or bright when they are talking to you, to be struggling to read, spell or cope with math/s, this may be the strongest clue that something is wrong. It is very common for dyslexic children to be quite able, especially in the areas of creativity (art, drama, drawing, etc) and physical co-ordination (physical education, swimming, sports, model-making, etc.). However, there are differences in the neural links in their brain that makes it hard for them to deal with text (and often with numbers) without extra support. A

reading age or grade level of two years below what you would expect from them is a sign of possible dyslexia. Obviously, this could also be caused by other factors such as lengthy absences from school due to illness.

2.4.1 Symptoms of dyslexia

Bast (1995:1) defines reading as the *"essential skill for human functioning in present day society,"* and Bond (1984:1) as a *"valuable attribute at work, at home, at school, even at leisure time"* Reading is a needed channel of communication within the global community. It is needed to obtain information, to buy wisely, to solve problems, and for many other reasons. This is where dyslexic learners are disadvantaged. Similarly Young and Tyre (1983) affirm that education depend heavily on the ability to read. Most people gain and extend this deceptively simple skill during the first few years at school. Orton dyslexia (1988) stated that dyslexia is a disorder of constitutional origin manifested by difficulty in learning to read, write or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is a lifelong problem with processing phonological information, which involves encoding, retrieving and using phonological codes, and deficiencies in speech production and phonological awareness. Simply put, dyslexia is a difficulty with language, not

intelligence. Wadlington (2005) stated that dyslexia is not the result of low intelligence.

Dyslexia is a general term for reading disorders with many subgroups (i.e. surface, phonological, word-form or spelling, and direct). The dyslexia subgroups can be understood as follows:

- Surface: a person can read words phonetically but has problems with whole word recognition (i.e. *yacht* - *yatchet*). Dyslexic children has a phonological core deficit as the primary source of the children's impaired word recognition skills and they have less proficient word recognition skills than normal readers, (Vellutino and Scanlon 1987 in Bremitz, 1997:109)
- Phonological: a person can read familiar words by using a whole word method but has difficulty "sounding out" words that are new or letter-to-sound decoding problems.
- Spelling: a person can read individual letters that leads to reading words if given enough time but has problems recognising the word as a whole and phonetically (i.e. *men* - *h-e-n*).
- Direct: person can read aloud without comprehension which is similar to speech comprehension aphasia like anomia. Inability to distract meaning from the written word, Reynolds (1987)

Spelling is the activity that causes most difficulty for dyslexic children. The observation of spelling errors in short, simple words is the way in which most dyslexic children first come to our attention. Examples of words which cause particular difficulty are: *any, many, island, said, they, because, enough, and friend*. Other words will sometimes be spelt in the way that you would expect them to be spelt, for example *does/dus, please/pleeze, knock/nock, search/serch, journey/jerney, etc.*

Dyslexic children also experience difficulties with 'jumbled spellings'. These are spelling attempts in which all the correct letters are present, but are written in the wrong order. Examples include *dose/does, freind/friend, siad/said, bule/blue, becuase/because, and wores/worse*. 'Jumbled spellings' show that the child is experiencing difficulty with visual memory. Non-dyslexic children and adults often use their visual memory when trying to remember a difficult spelling: they write down two or three possible versions of the word on a spare piece of paper and see which spelling 'looks right'. They are relying on their visual memory to help them, but the visual memory of a dyslexic child may not be adequate for this task.

2.4.2 Writing letters or numbers backwards

Some dyslexic children also mix up `b' and `d', or even `p' and the number 9.

These letters are the same in their mirror image, and cause regular confusion for a dyslexic person. Some pupils make a point of always writing the letter `b' as an upper-case or capital `B', as they find this much easier to remember in terms of the direction it faces.

2.4.3 Difficulties with math/s

One feature of dyslexia is difficulties with sequencing - getting things in the right order. Math/s depends on sequences of numbers - 2. 4. 6. 8. Etc. While many people are aware that dyslexic children and students have problems with reading and spelling, they do not know that math/s can also be a real challenge.

2.5 Assessment:

Politt, Pollock and Waller (2004) assert that children with special educational needs of varying sorts are found in mainstream schools, and the class teacher has to devise teaching strategies to enable them to learn. Their needs have often gone unrecognized and they are thought to be a bit odd; some dyslexic children are considered to be lazy if they are obviously bright orally, but do not come up to the same standard on paper. Those with speech and language processing problems are also to be found in mainstream classes, as indeed are children with

attention deficit disorders and dyspraxia. This obviously puts extra responsibility on class teachers, (Politt, Pollock and Waller, 2004)

However, Raskind (2001) had found that the wide variation in age during which children acquire basic reading and writing skills contributes to the delay that often occurs in making a diagnosis of dyslexia, Educators may be reluctant to refer a student for evaluation for fear of labeling a child dyslexic when s/he is in the lower portion of the normal range for several years before receiving optimal intervention. It would be advantageous to be able to identify children who are at higher risk for dyslexia before they experience repeated academic failure.

This brings us to why they need continuous assessment to be able to determine the interventions strategies. Although it is a disability, dyslexia is not a 'disease' nor can it be 'cured'. Indeed, the neurological differences found in dyslexia may confer advantages for some individuals (e.g. in visual or perceptual skills), which may to some extent explain the apparent paradox that some individuals who have problems with elementary skills such as reading and writing can nevertheless be highly gifted in other areas (www.readingsuccesslab.com/Glossary/DyslexicChildren.html).

According to Taylor assets that: "*assessment refers to the gathering of relevant information to help an individual to make decisions*" (Taylor, 2003:4). The

educational psychological assessment of exceptional students, specifically, involves the collection of information that is relevant in making decisions regarding appropriate goals and objectives, teaching strategies, and program placement. The assessment should include the general education teacher, special education teacher, school psychologist, special therapist, parents, and any other individual involved in a student's educational program.

Bracken (2003) describes the purpose for conducting psycho-educational assessment as:

"to gain information about the child's current level of functioning within any of several domains for example cognitive, motor, language, personality and academic. Gathering this information enables the examiner to accurately describe and classify the child's abilities within and across the various domains. Assessment information is then used to guide decision makers concerning the need for and types of treatment or interventions that should be implemented." (Bracken, 2004:33).

It has to be noted that assessment should be practical and efficient. One important issue is, knowing when to apply which assessment procedure. This requires, amongst other things, understanding the types and purposes of various assessment sources, (Taylor, 2003).

Taylor informs that *"assessment helps an individual to make important education decisions"* (Taylor, 2003:4) therefore this resulted in general education teachers becoming involved with assessment as implementers of the education programs or educating dyslexic learners. However this is also seen as the dyslexic learners should have an Individual Educational Program (I.E.P.)

Reid (2003) finds that assessment of dyslexic learners is essential, should be seen from different perspectives, and although information – processing/cognitive aspect may well have an important role in relation to dyslexia it is important that other factors should be included in the assessment process. He further asserted that:

"information – processing is a cognitive activity. This means that factors affecting such as how information is presented (input), which of course can be in a written mode, are each part of the cognitive processes associated with learning. These processes are involved in learning new material and recalling and utilizing material already learnt," (Reid, 2003:72).

Information – processing is important in relation to dyslexia because children with dyslexia have difficulty in actually receiving the information input – particularly if it is provided verbally. Similarly, there is much evidence that children with dyslexia can have difficulties in relation to cognition. Cognition essentially involves how

children think and process information in order to understand it, to relate it to previous knowledge and to store in long term memory.

Since these cognitive factors can represent difficulties often associated with dyslexia there is a tendency to focus an assessment principally on these cognitive factors. The other factor associated with dyslexia and information – processing is the output of information. It is interesting to note that often children with dyslexia do not reveal their full ability in tests because responding to test items involves immediate responses, many of which are in written form and all of which have to be delivered without any help from the examiner. Yet, children with dyslexia respond well to cues and 'information steps' to help them to engage in the line of thinking that will elicit the correct response. But in standard testing this type of help is not permitted because the norms and conventions of tests are the same for all children; therefore this fact ignores the nature of the difficulties experienced by dyslexic children. However Reid (2003) suggests that: *"a one-off, snapshot, cognitive-type assessment will not provide a full picture"*, of the child's difficulty, (Reid, 2003:71).

Similarly he finds assessment to be a dynamic process, rather than a static one, and ideally this process should involve a range of strategies and be conducted in the learning context and over a period of time. Assessment for dyslexia however, involves more than selecting and administering a test, and one that

needs to consider a number of factors that can provide an indication of the implications of the dyslexic profile for the individual, the school, the parents and the family.

Moreover, assessment should also uncover some explanations for children's difficulties and look for particular patterns, such as errors that may be due to visual, auditory, motor memory or some other cognitive difficulties. These may be identified as a specific pattern. The unearthing of a pattern of difficulties can help the teacher decide on the nature of the child's difficulty and so can assist in the planning of appropriate programmes of work. In some cases the assessment may confirm what the teacher already suspects, as children's strengths and weaknesses and levels of attainments may be known to the class teacher. The teacher is in daily contact with the child, and this ongoing contact provides valuable insights into the child's strengths and weaknesses.

Reid (2003) points out that assessment should aim not only to assess the child but also to assess the curriculum, to analyze which factors motivate the child and help to promote development in thinking and progress in attainments. This is what is meant by the comment made earlier that assessment is dynamic; that is, it should involve more than a description of the child's cognitive abilities and attainments, and provide a full picture to incorporate aspects about the learning situation and the learner as well. Similarly, it is important to identify the child's

learning style, looking at how the learner relates to the classroom environment, the task, the other children in the class and the curriculum in general. Cline (1992) also asserts that the starting point for the assessment of a child's educational needs must be an analysis of her situation in her immediate learning environment.

Reid (2003) points out that, students should be made aware of their learning preferences. The acquisition of a successful learning style is an important determinant of successful learning, irrespective of the task or the material to be learned. It is, therefore, rather surprising that recognition of learning styles is not seen as perhaps as high a priority as it should in the development of curricular materials. There is a considerable emphasis on content, outcomes and literacy achievement, but often the variety of means and methods to achieve these outcomes are overlooked.

Lamarche-Bisson (2002) believes that with planning, organizing, and effort, most curricula can be adapted, modified, and implemented to suit the child's preferred way(s) of learning. Moreover, there is a thought that making use of multi-sensory teaching (MST) can be one of the better ways for the student to understand and retain the given information. MST incorporates three main learning styles: the auditory, which comprises the listening and the verbal learner; the visual, which includes the print as well as the picture learner; and the kinesthetic, which

incorporates the tactile way of learning. Those using MST can make learning fun and exciting by inviting, challenging, and allowing the student to choose his own way of working.

All these problems of dyslexic learners can be addressed by the assessment undertaken to help to address different children's learning style as well as adapting and modifying the curriculum according to the way they learn. However, this will also help the children in knowing their problems and how they can consolidate for their needs. Still in the same note, Pollock and Waller find that there are benefits in of a label, if after assessment the child is told that he has dyslexia is given a positive explanation of what this means, the child would know that he is not stupid and that he is not lazy and something can be done to help him, it gives the child some confidence, (Pollock and Waller, 1994) Assessment should not be used to label or to be used as a statement of justifying why the child is not learning but should be seen as a wheel that will facilitate the learning of the dyslexic children. Cohen (2003) had noted that the intention to provide a uniquely tailored program of education for the child, the very practices which exist to identify, assess, classify, and provide intervention end up doing the opposite. He continues by saying that the child is burdened with the label which may be more limiting than illuminating in that it may not capture the essence of the child's specific learning difficulties at all. The label influences the way the

child will be viewed by others henceforth within his or her educational world beyond. Moreover, the label will most likely be incorporated by the child as part of his or her identity (Cohen in Reid, 2003).

2.6 Inclusion/Integration of learners with dyslexia.

Eleveld (2005) believed that dyslexia is an impairment characterized by life-long problems in reading and negative emotional, behavioral, and educational side effects. Therefore early identification and early intervention are necessary to minimize or even prevent reading disabilities and accompanying of children at risk for dyslexia.

'Inclusion' is a term that has a universal currency. The term can be associated with equality, fairness and the individual's right to a democratic share of the countries resources: political, educational, economic and social. These aspects are not freestanding, and each relate and interact with the other. Without political awareness inclusion would be impossible to achieve, particularly in education settings. Educational settings refer to more than school: the community, the university and workplace are all educational settings and each has to be considered to see if it is meeting the principle of full inclusion. This is the challenge facing educators today, and within that challenge there are conflicts

resulting from traditional pedagogical perspectives, social attitudes, conventions, habits and perceptions.

Inclusion can be seen as a logical extension of integration. Integration has been taking place in schools in the United Kingdom, Western Europe, Australia, New Zealand and the United State of America and many other countries gradually over the last 20 years at least. In the United Kingdom children with special educational needs are entitled by law to have those needs identified, assessed and then met with appropriate provision guaranteed by their local education authority (LEA). While this endeavor may have commendable aims it can be divisive and inequitable. Often, for example, successful mainstreaming depends more on the support available and attitudes of the staff in schools than on the power of legislation. Additionally, it means that some children for whatever reason may miss out, perhaps fractionally, on the criteria for additional support. (Pumfrey (2001) has shown how this can be the case with dyslexic children who may not meet the arbitrarily set cut-off point in terms of the criteria laid down by the local authority for additional support (Pumfrey, 2001, in Reid, 2003).

(Dyson, 1997, in Reid, 2003) argues that the trend of integration essentially targeted the individual pupil, and as a result provision tended to remain on the periphery of the school curriculum rather than becoming an integral part of it. Those with expertise in special education have therefore been seen as a

necessary accompaniment to these children rather than as an integral part of the school.

Inclusion, however, should be seen as more all-embracing than integration. Essentially, it should be more penetrating in relation to meeting the needs of all groups in the community, and not only those who are categorized as having a special educational need. Mittler (2001) for example, suggests that inclusion needs to be seen as a process of restructuring the school as a whole. This includes access to the full curriculum as well as the need to consider appropriate assessment, recording and reporting of pupils' achievements (Mittler, 2001, in Reid, 2003).

Inclusion, therefore, involves a number of facets and issues: one's understanding of the concept of inclusion; how to achieve the objective of equality of learning opportunities; the implications for assessment, teaching and staff development; the management of learning for all students; and the equitable use of resources. This presents a challenge to educators: teachers, management, administrators and support staff. The challenge is how effectively teachers and other professionals can meet the needs of all students within an inclusive environment, but particularly those students who have an identified, or indeed unidentified as 'special need' and may require some form of intervention that is different from most other students. Given that all students offer uniqueness and present a

range of individual variations in learning range and personality, the aspect of special needs is extremely challenging, Giorcelli (1995, 1999, cited in Reid 2003) suggests that the controversy surrounding the inclusion movement is due to a number of factors including the lack of preparedness of teachers in mainstream schools for students with high support needs and the adoption of inclusion practices without a rigorous focus on educational outcomes and, in particular, the problems that can be experienced by older students.

It is important, therefore, to address some of these challenges by examining the tensions and contradictions, and principles and practices of inclusion, including whole concept of inclusion where the onus is not on the child to 'change', but on educational factors such as the learning environment and the curriculum to accommodate the needs of a child. The term 'early identification' would therefore be more accurate if it were extended to 'early identification of learning needs'.

Reid (2005) finds that an appropriate academic intervention is necessary for students with dyslexia, as inclusive classrooms become increasingly prevalent, more and more teachers will be expected to meet the needs of students with dyslexia. Teachers should also note that although dyslexia is "invisible," it is a very real disability. The interventions are meant to give the student with dyslexia an equal chance, not an unfair advantage. They serve as a starting point (Reid 2005).

In an inclusive set up there is commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). This is seen in schools in Bristol, United Kingdom where they made 'Dyslexic Policies' on how they will cater for students who are dyslexic in their schools. They involve a focus on raising attainment and the importance of equality of opportunity, early intervention, working in partnership with parents/carers, inclusive education (that is all children being able to learn together in ordinary schools) and a coherent training framework for school staff. They work with the following additional, specific aims and principles for children with dyslexic difficulties:

Teachers, teaching assistants and learning mentors who work in schools should have awareness level training to enable them to identify children with dyslexic difficulties, to develop an understanding of the potential frustration and emotional response that accompany such difficulties, and to develop appropriate practices to help them access the curriculum;

Schools should have at least one member of staff who has accessed the level of training above 'awareness level' – that is training which will give hands on

knowledge of effective methods of teaching dyslexic. The Local Education Authority (LEA) has a role in making specialist advice available to schools. This advice can include more detailed assessments, advice on program planning, modeling of appropriate teaching approaches, advice on resources and technology, and advice in relation to emotional and behavioral difficulties which may arise as a consequence of dyslexic difficulties, <http://www.bristol-lea.org.uk/service/pdf/dyslexia.pdf>.

However the success of including dyslexic students in an inclusive context depends mainly on the teacher identifying that the child has learning or reading problems and making the parents aware of the problem. Parents also play an important role in providing the necessary information that assists teachers and psychologists to make some interventions programs. Parents also can serve as the early identifiers of their children's needs. Teachers can be made aware of these needs as soon as the child starts school to make appropriate early intervention that is to say assessment and provision can start from an early age. In an assessment report the feedback that is given to the teacher is the verification that the child is dyslexic, provision that is due, (for example, the resources that the child will need in learning), and intervention strategies and where to start with the child. All the time when the teacher is making some

preparations for his/her class, it is very important to make sure that even the students with dyslexia in the class are catered for. His/her lessons, materials and teaching methods do not exclude these learners in the class. Wadlington says that "*good teaching is often the main factor that determines if learning takes place for students*" (Wadlington 2005, no page).

The Bristol Policy on dyslexic children is an eye opener as within the effort of including dyslexic students in their schools they do not forget the development of the mainstream teacher who is the core implementer, whose attitudes and planning for learners makes it to be more conducive. It has to be noted that awareness programs about special needs learners are important as well as a full trained teacher in a school, who will on a day - to - day basis work alongside the teachers to help them to be able to understand the recommendations made by psychologists.

It should be noted that while countries are moving towards inclusive education or mainstreaming, there is also a growing awareness of the benefits to be obtained by a more individualized approach to dyslexia. While the inclusive classroom which is properly resourced can provide essential support for the dyslexic pupil, it remains a fact that a minority of pupils are so disabled by their dyslexia that an inclusive classroom cannot remove all the barriers. Such pupils require significant individualized help which may only be

available on an exclusive basis; that is in a special class or school for dyslexic pupils (Bogdanowicz and Sayles, 2004).

In dealing with dyslexia we must always remember that it is a practical problem involving real children. Dyslexia is not just a scientific riddle. There is an exceptional need for actual individualized help to be given to these children somehow, somewhere within the education system. Dyslexia manifests itself as a continuum of abilities and difficulties so there must be a continuum of intervention

Such learners suffer a lot in inclusive schools because teachers and parents find them not to be trying enough or they are too playful. However, these attitudes put undue pressure on these learners, because they are likely already to be trying their hardest. They may be able to accomplish a task easily one day but be unable to do it the next. According to the forward note by Stewart (in Reid, 1996) asserted that dyslexia or any of the derivative learning disabilities, can be the most mentally damaging and painful issues that the young can face. He further alerts that a larger percentage of sufferers are abused and ridiculed by their peers, their elders, and even their teachers, in the traditional education system. The anguish, the frustration and resulting lack of self – esteem can linger long in a person's life if the correct help and assistance is not forthcoming. Moreover, Hepworth (1971) finds that reading problems, severe and mild, that they seem to

stem from experiences in the early school life of the child, poor teaching; overcrowded classes, emotional problems developing along with the reading problems at school.

2.7 Summary of the literature reviewed:

The knowledge that has surfaced during the literature review, is that indeed for implementation of including children with dyslexia, certain determinants had to be looked into for example: early identification and intervention of such learners; proper planning and intervention strategies as well as teachers attitudes towards such learners. Early identification does not necessarily mean that the children are psychologically tested, but that they are identified as children who are at risk of experiencing learning problems. Educators have to be made aware of children with dyslexia as this poses as a serious barrier to including dyslexic learners. Although teachers know how to assess children in their classroom, they should be sensitized with the children's learning styles to help the children to engage a lot where their strengths are. The use of a multi – sensory approach which helps to cater for all learners was also mentioned. Policies could be made on inclusion of special needs, but that does not constitute that inclusion of learners with dyslexia is taking place in the schools. Inclusion does not mean putting all the children without help and support into the mainstream schools. Assessment

does not serve as a labeling tool but should serve as an enabling tool that serves to inform, assist and facilitate in the implementation or provision for learners with dyslexia irregardless of physical structure of inclusion e.g. Integrated Special Class, Mainstream and Basic School.

Chapter three

Methodology:

3.1 Introduction:

Research is one of many different ways of knowing or understanding. It is different from other ways of knowing, such as insights, divine inspiration, and acceptance of authoritative dictates, in that it is a process of systematic inquiry that is designed to collect, analyze, interpret, and use data to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such contexts (Mertens1998).

This chapter is about the process of doing the study; the chosen methods that will guide me in finding answers' to my questions. Firstly there is a presentation of research paradigms, which is a framework that guides me into a preferred approach, an approach that will best suit my research aims and questions. The context and the participants of the study will be described as well as the data collection methods. Justifications will be given for choosing specific methods, or in other words for choosing to carry out such an inquiry in a particular way. This chapter is also important as it is going to show the different ways in which data will be validated.

As researchers working in the 'real world' with human participants, it is essential to think about the ethical aspects related to our studies. Thus in the last part of this chapter I will mention concerns towards some ethical issues in research and ways in which, as a researcher, intend to deal with them in real practice. Not to forget to mention my anticipated outcomes of the research.

3.2 Research Paradigms

A paradigm as noted by Denzin (1994:4) "*is a basic belief*" that is to say beliefs are basic that they must be accepted simply on faith. Similarly Guba (1990:17) also feels that a paradigm is "*a set of basic beliefs that guides action, whether of the everyday garden, or action taken in connection with disciplined inquiry.*" Bailey (1998:18) defines a paradigm "*as a mental window through which the researcher views the world.*" It is a way of looking at the world. Although the researchers can research the same topic, it will depend on which window they are looking through and the results will not be the same because it depends on what the researchers believe and on their faith. A paradigm is defined as "*a philosophy of science, a generally accepted model of how ideas relate to one another, forming a conceptual framework within which scientific research is carried out.*" ([http:// Encarta.msn. com](http://Encarta.msn.com))

Denzin (1994), Guba and Lincoln (1994) equally find that there are three questions that help to define a paradigm. These are: the ontological: "what is the nature of reality? If the world is assumed, then what can be learned about it? How things really are and how things really work." Epistemology asks: "What is the nature of knowledge and the relationship between the knower and the would-be known?" And the methodological asks: "How can the knower go about obtaining the desired knowledge understandings?" Research paradigms are therefore a result of how different researchers go about answering these questions (Denzin 1994, Guba and Lincoln 1994 in Mertens 1998)

In the research field there are many paradigms, but a few are: positivism, constructivism, interpretive, realism, quantitative and qualitative, action research, ethnography, feminist and relativists.

According to Cohen and Manion (1989) positivism had long emerged in the nineteenth century from a French philosopher Auguste Comte, who was the first thinker to use the word for a philosophical position. Comte's belief was that all genuine knowledge is based on sense experience and can be advanced by means of observations and experiments. Robson (2002:20) adds that "*objective knowledge (facts) can be gained from direct experience of observation, and is the only knowledge available to science*". Positivism is a position that advocates the study of the social world and explanation using methods of natural science. It

makes the distinction between values and facts and claims to be "*value free*" (Robson, 2002:20) it is the research whereby knowledge can only be confirmed by the senses. In his paper Gephart (1999) affirms that positivistic concern is to uncover truths and facts using experimental or survey methods. He also verifies that the nature of knowledge produced by positivist researcher is verified hypothesis involving valid reliable and precisely measured variables. Positivism is based on the assumption that there are universal laws enabling researchers to describe, predict, and control social phenomena.

Positivism enquiring had long been used in the field of education. This is verified by a paper written by Endres (1997, no page) that "*educational research and practice is colored by methods affiliated with positivism*" Therefore we had seen in the educational practice that positivism research influences the law makers or policy makers in education. Because positivism knowledge provides facts, reliable precise information, it is easier for the educational policy makers to use the information to make policies that will generally affect the educational sector. This is not to forget the designing of the curriculum which is grounded in a positivist systems management.

http://www.ed.uiuc.edu/eps/pes_yearbook/97_docs/endes.htm

The significance of positivism in education is that it focuses on quantitative and experimental methods. The quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers. It is based more directly on original plans and its results are more readily analyzed and interpreted. Firstly, the concepts, purposes and methods of quantitative research used in natural science were applicable to the education research area and secondly, it was able to provide logical standards for educational research. From the quantitative research of natural science, the firm conviction has arisen that to investigate and to make explicit definitions of facts were of primary importance in doing education research. There was a research goal to find out universal truth in the quantitative research used in natural science. Quantitative research in education has, thus, attempted to discover existing facts under the research belief that the research act must be a neutral activity from the researcher's objective viewpoint.

In recent years concern had been raised about the limits of quantitative data and methods often associated with positivism. Gephart, (1999) finds that the prevailing paradigm quantitative measures often exclude member meanings and interpretations on data which are collected. These methods impose outsider's meanings and interpretations on data. Also they require statistical samples

which often do not represent specific social groups and which do not allow generalization or to understanding of individual cases. Social phenomena does not exist out there, but in the minds of people and their interpretations, and the overemphasis positivists place on quantitative measurement is wrong and unjustifiable, for it cannot capture the real meaning of social behavior, (Abridged from Sarantakos, 1998 in Robson 2002)

People are not living in the world of observable and seen objects; they live in the world of social influence which affects their feelings and experiences. The researched group or persons are treated as objects and their feelings are not considered. The voice of the researched is not heard because the "*disinterested scientist*" as informer of decision makers, policy makers and change agents (Robson, 2002:112) is tilted towards deception. The argument here is that positivist and quantitative researches do not consider the feelings of the researched group of people which makes the researcher unethical to deceive.

Critics argued that positivistic methods strip contexts from meanings in the process of developing quantified measures of phenomena, (Guba and Lincoln, 1994 in Gephart 1999). This portrays positivism as unreflective and uncritical because a research cannot reflect on the researched, if all the theory is deducted

into quantifiable variables. Blaikie (1993) also shares the same sentiment as commented that: "this use of quantitative analysis and mathematical formulae in the natural sciences is not possible in the social sciences because the concepts found in social theories can only be measured qualitatively" (Blaikie, 1993:19)

Cohen and Manion (1990) argues that:

"where positivism is less successful, however, is in the application to study of human behavior where the immense complexity of human nature and elusive and intangible quality of social phenomena, contrast striking with the order and regularity of natural world. This point is nowhere more apparent than in the problems of teaching, learning and human interaction presents the positivistic researcher with mammoth challenge". (Cohen and Manion, 1990:5)

In simple terms the positivistic researcher cannot measure behavior and feelings of people as well as the social impact in their lives. This is when qualitative research can answer certain questions or be employed.

Qualitative research in education came into existence as a result of criticisms of quantitative research in education. Quantitative researchers in education often have encountered difficulties in expressing their data when using only the quantitative way. The researchers, therefore, have attempted to develop new

paradigms based on the notions that missing in quantitative research in education was the ability to integrate the researcher's viewpoints into the research. Qualitative research in education, thus, accepted the researcher's viewpoint as a crucial factor of the research.

Qualitative research is used in a research that is designed to provide a depth description of a specific program, practice, or setting, Mertens (1998). Qualitative research events can be seen in context, therefore a qualitative researcher immerses her/himself in the settings. It wants those who are researched to speak for themselves, to provide the perspective in words and other actions. It is an interaction process in which the persons studied teach the researchers about their lives. Previously Cohen and Manion (1990) mentioned research as a combination of experience and reasoning. It is within the qualitative research that the researcher attends to the experiences as a whole, not as separate variables. The aim of the qualitative is to understand the experiences as unified. It examines people's words or actions in narrative or descriptive ways more closely representing the experiences of the people involved, it focuses on understanding, meanings and it takes seriously lay accounts and concepts.

However, the strength of qualitative research approach in education is that it is able to emphasize the researcher's viewpoint in the research process as well as on its results. Gephart (1999) states that the qualitative research approach in education is able to encompass interpersonal, social, and cultural contexts of education more fully than the quantitative research approach. The researcher's viewpoint is clearly placed on the research and the researcher is able to provide richer and wider-ranging description than in the quantitative research approach. As Carr and Kemmis (1986) state, the qualitative research approach should provide a form of therapeutic self-knowledge which will liberate individuals from the irrational compulsions, that is to say, the use of qualitative research which uses flexible and many different types of research saturate or exhaust the information by interviewing, observing and questionnaires. Since perceptions are an internal process and not observable, one of the prime methods for obtaining them is by talking with people in focused interviews. The purpose of qualitative research is to better understand a phenomenon. The emphasis in this approach is upon description, uncovering patterns in the data, giving voice to the participants, and maintaining flexibility as the research project develops. Qualitative methods can access data that inform special education professionals about appropriate intervention choices. Prior to intervention, researchers may conduct a qualitative study in order to examine a problem in an in-depth manner.

These data may be used to inform and enrich intervention design and implementation.

Mertens (1998) finds that qualitative research uses many strategies such as: ethnographic, case study, phenomenological, grounded theory and participatory inquiry - just to mention a few. Therefore in this manner the writer has decided to discuss case study research, its significance in this research.

3.3 Research objectives

The objective of this study is to extend knowledge about teachers in primary schools where inclusion is practiced. My aim is to enquire and explore what benefits assessment can bring towards children with dyslexia. The research question that will guide the study is "How may assessment results be best utilized by the teachers to benefit students in inclusive settings?" Whether they take into consideration the recommendations of the assessment reports when they plan, teach and give them work to do in the classroom. I have to inquire how teachers are assisted in the implementation of the recommendations made in the assessment report.

3.4 Research Questions

To try to address the main research question the following questions emerged as supporting questions:

Questions directed to teachers of dyslexic pupils:

- 1) Does the school have any policy on dyslexia or reading disability?
- 2) Are you given awareness of dyslexic learners?
- 3) Are you a trained special education teacher?
 - (a) Was your training pre – service?
 - (b) Was your training in – service?
- 4) How do you assess learners for their progress?
- 5) How often do the learners get assessed?
- 6) Do you consider the recommendations of the assessment report when you work with the child?
- 7) Do you consider the recommendations of the assessment report when making daily plan?
- 8) After the child had been assessed by the psychologist do you have the chance to discuss the results and intervention strategies?

- 9) Does the child get any support from the specialists?
- 10) What nature of support do you get from other specialist for example:
psychologist, remedial teacher and speech and language therapist
- 11) What about the resources recommended to be used by such learners?

Another questionnaire will be directed to the assessment centers to find out how they support teachers in the primary schools to implement the recommendations made during the assessment for learners with dyslexia. And this was inquired under the following questions:

- 1) How often are the pupils assessed?
- 2) After the report is issued, is it shared with the teacher?
- 3) Are the intervention strategies made clear to the teacher?
- 4) What kind of support is given to the teacher when making an Individualized Education Plan (I.E.P)?
- 5) What is the role of the center?

3.5 Methodology

In the qualitative method there is also case study research. Cohen and Manion (1990) find that case study when conducted on participant's observation is not difficult to account for. They find it to be eminently suitable to many of the problems that the educational investigator faces.

In the education set - up case studies are commonly used to try to define phenomena in the real life situations. This is done to explore possible causes, determinants, factors, processes, experiences, and so on contributing to the outcomes, (Robson, 2002). He further explained that case studies are not, or does not involve individual cases, but can be a small number of individuals with some features in common. In this research the researcher wishes to use case studies as they are multi-perspective analyses. This means that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them. (Feagin, Orum, and Sjoberg, 1991, in Tellis 1997)

A case study approach is the preferred method because the researcher is dealing with questions of 'how' and 'what'. However Yin (2003:2) asserts that 'the distinctive need for case studies arises out of the desire to understand complex social phenomena'. In brief, the case study methods allow investigators to retain the holistic and meaningful characteristics of real life events. Robson (2002) reminds us that case study is a flexible design and Yin (2003) finds that

case studies most of the time use qualitative methods, but sometimes they can also include quantitative data collection methods. This is what also Robson (2002) meant by 'flexible designs'. And again Yin (2003) explains that 'How' and 'Why' questions are exploratory and likely to lead to the use of case studies, and histories as the preferred research strategy. Yin (2003) however, explained that such questions deal with operational links needing to be traced over time rather than mere frequencies or incidence. At this stage the researcher would like to know how assessment assists teachers. It is a phenomenon which needs to be traced back in the day to day of the teacher's functions.

3.6 Data collection and instruments

One would like to know what kind of the case study is being employed, and to clarify this, it is a multiple- case study because it does not address only one child but it addresses teachers, children and specialist in the field of education. According to Yin, the advantage of conducting a multiple-case study is the rich evidence and, therefore, more powerful and compelling conclusions derived from these multiple cases compared to conclusions from a single-case study. It also serves external validity purposes and analytical generalizations, (Yin 2003).

However the case study research of dyslexic will be carried in two of the primary school areas in Brabant, Tilburg Netherlands as well as two primary schools in

the Czech Republic. In two primary schools five children with dyslexia were selected and observed in all the lessons they attended. That makes the total of ten pupils observed respectively in both Countries. However, in one of the schools in the Netherlands the brothers were chosen to be observed and, as noted in by Young and Tyre (1983), that indeed dyslexia or reading problems run in the family. The age range of pupils assessed is from nine to thirteen. The purpose of selecting this age range was the fact that this is the age where it is likely for learners at that age to have been assessed and diagnosed with dyslexia, and the fact that there was a possibility of not finding enough pupils to be observed if I stuck to one age group to be observed.

Assessment centers of local schools, teachers of learners specifically the chosen learners and special needs coordinators in the school, and directors of schools in each country were also interviewed to check for validity. The Special Education Needs Coordinator of each school was also interviewed to verify the information by the teachers.

To be able to carry out this research the researcher will observe learners at work, Robson (2002) finds that

“ as the action and behavior of people are central aspects in virtually any enquiry, a natural and obvious technique is to watch

what they do, to record this in some way and to describe, analyze and interpret what we have observed.” (Robson, 2002:309).

Within the observation time strategies and specialized equipment used by the learners were noted. The teachers', specialists' and psychologists' input were needed, interviews was organized and the Robson (2002) method of open interview was noted. An appointment was set up with each and every one of them. Robson (2002) notes that

“face to face interviews offer the possibility of modifying one's line of enquiry, following up interesting responses and investigating underlying motives in a way that postal and other self-administered questionnaires cannot.” (Robson, 2002:272 – 273).

Presentation of the research is a description of interviews, observations, pupil's profiles and records of the two countries namely Czech Republic and Netherlands, (see Appendix D for the sample of child's assessment report).

3.6.1. Observation

Robson (2002) considers the actions and behaviors of people as “central aspects in virtually any inquiry, a natural and obvious technique is to watch what they do, to record this in some way and then to describe, analyze and interpret what we have observed” (Robson 2002:309). In this study the behavior and interaction of learners with dyslexia were observed in the learning environment. For two days for 2 lessons a day the children were observed. However, in the study done by Auge and Auge (1999), they found that the people said that “saying is one thing

and doing is another," (Auge and Auge 1999, in Robson 2002:310). And this requires the researcher to go out and find out if the things being said are in practice or not. Therefore I observed learners at work and was using a structured observation form. For each child I stayed for 4 hours in 2 days. Robson (2002) finds that observation is pre – eminently the appropriate technique for getting at 'real life'. He still warns that the disadvantage of observation is when the observed finds out that s/he is being observed and that can change the behavior of the observed and results in recording invalid information. The observer was aware of that and made it a point that there was no eye contact with any of the students in the class, (See Appendix C for observation list).

The observation list was important to prepare as it was guiding tool what to look for in the class as the teacher and the pupil interact. The way the teacher instructs, lay work on the board and give children work is very important to this study to see if the teacher is taking note of the learner with dyslexia in the class and whether the results of the assessment are taken into considerations.

3.6.2 Interviews

In this study the researcher a designed semi-structured interview with the purpose it could be modified based upon the interviewer's perception of what

seems appropriate, Robson (2002) asserts that with this type of interview, question wording can be changed and explanations given; particular questions which seem inappropriate with a particular interviewee can be omitted, or additional ones included.

The researcher opted to use open – ended questions which do not require the selection from a range of responses – respondent can answer the questions in their own way and their own words, that is, the research is responsive to the participants' own frames of reference, (Cohen, Manion and Morrison 2000).

The tape recorder was used to record the interview so that it can be replayed several times when transcribing the data. A total of 11 teachers were interviewed with the presence of the interpreter. The questions were translated into Czech language and were sent prior to the interview for the teachers to look at them, (see appendix B for the translated interview questions in Czech). In each interview a total of 20 minutes was spent with the translation. The translator was translating from English to Czech and Czech to English. After the interviews were over each teacher's response was transcribed and the response from the same school was summarized. Then each country's interviews was summarized thus the results in table 3 for the summary of teachers interview.

3.6.3 Study of Pupils profiles and Records

Another tool to be used to collect data is the pupils assessment records and their individual educational plan as noted by Yin (2003) that archival records can be used to collect data. The whole research is based on whether the teachers take note of assessment records when making plans and teaching children with dyslexia. The part that is useful is the recommendations made to meet the needs for the learner. This will be taken note of when observing learners at work as well as interviewing the teachers. Their individualized educational plan will also be looked into to see when planning for the child the teacher took in cognizance the results of the assessment report.

3.7 Reliability, validity and Trustworthiness

Robson (2002) argues that, "the intention of scientific research is to seek the 'the truth' about whatever is the subject of the research" (Robson, 2002:18). It is the intention of this research to seek for the truth. Straightforward enquiries will be clearly specified. Case study is known as a triangulated research strategy because it uses different methods like observation, interviewing as well as quantitative methods. Stake (cited in Tellis, 1997) stated that the protocols that are used to ensure accuracy and alternative explanation are called triangulation. The need for triangulation arises from the ethical need to confirm the validity of the process. In case studies, this could be done by using multiple sources of

data (Yin cited in Tellis, 1997). The intention of validating the research was sort by asking the same questions to at least three teachers in the school and this also was done by reading the noted question to the questioned person.

Another point that needs to be noted is that the semi – structured interview questions that were used were translated into Czech language for the teachers, directors and Assessment centre staff to try to get them to reason and answer in the language they know. Not only teachers in Czech Republic had translated questions, (see Appendix B for translated Czech language semi – structure interview questions), teachers in Netherlands assisted one another for translating them beforehand when they were sent to them. The interviewer also tried as much as possible not to use leading questions. However, Cohen, Manion and Morrison (2000:122) explain that “leading questions puts words into their mouth”, that is where the question influences the answer perhaps illegitimately. However during the interview the interviewer tried by all means to be sensitive, steering as well as being critical, that is question, to check the reliability, consistency and validity of what is being said as tabulated in Cohen, Manion and Morrison (2000:125)

Robson (2002) elaborates that the threat in providing for the valid description of what you have heard lies in the accuracy or incompleteness of the data. This

suggested that audio taping was used. The tape record was used to record the interviews.

3.8 Ethical Considerations

Bogdan and Biklen (1998) define ethics in research as the “principles of right and wrong that a particular group accepts” (Bogdan and Biklen, 1998:49). Research codes and ethics address individual rights to dignity, privacy, and confidentiality, and avoidance of harm (Glesne & Peskin, 1992; Punch, 1986 in Bresler, 1995:29). The extensive discussion on various research paradigms makes clear that different paradigms give rise to different ethical concerns.

Representation of 'truth' typically is categorized under ontology and epistemology, yet it carries important implications for ethics (Bresler, 1995:31).

The followed ethical principles, advocated by Robson (1993) were applied to this study.

- Not to involve people without their knowledge or consent
- Not to coerce them to participate
- Not to hold information about the nature of the research
- Not to expose participants to physical or mental stress
- Not to invade participants privacy

- Not to treat participants unfairly and without respect. (Robson, 1993: 67)

The right to privacy or non - participation was assured: all participants were adequately informed about the nature of the study and have given their consent to participate in the study. All the information regarding all the steps of the study was specified before the beginning of the interview. The right to comment was assured at the end of the questionnaire. According to Dawson (2002) *"this depends on the researcher's preferences and beliefs. Participants should comment and have the right to comment and discuss alterations"* (Dawson 2002:152). This is a useful help for the researcher. The researcher's intention is to make the research objectives to be known to whoever is involved in the research. Permission from the Schools Director was sought and the introduction letters were carried (see appendix A). Although in Netherlands the researcher didn't have the introduction letter the school which I was allocated to be my buddy school for the past six months was used as the research school. The relationship was already built. Where reports records and learners profiles are at disposal confidentiality is the key to ethical considerations. Feedback to the interviewed persons about the findings of the research is also vital.

3.9 Research Limitations

During the data collection procedure, I was faced with a number of limitations. One of them was the language barrier. Although questions were interpreted into Dutch for teachers they found it difficult to express themselves in English. They kept on saying which word to use in English to explain what they wanted to say. This also was experienced when they had to interpret the children's assessment reports as they are also written in Dutch. I felt that there was lot of information that could have been told, but because of the language a lot was missed. The same also was experienced in Czech Republic, as although there were interpreters, there is the likelihood of missed information.

Finally there was also the issue of time constraints. In my research planned, I had planned to observe the pupils for one month in each of the countries respectively, but because of the time and the fact that the schools were coming towards the end of their academic year, there is a feeling that what I observed is not enough to come out with real picture of what is happening in the schools. And because of the time constraints I did not had a chance of observing learners with dyslexia in the mainstream in Czech Republic since they have three categories of providing for learners with dyslexia.

3.10 Anticipated Outcome

It is anticipated that the research will be able to prove that assessment results can inform the policy makers, teachers, parents, and everybody involved with the provision for dyslexic learners. In a day to day plan every teacher or special needs coordinator had to take in cognizance the plan for learner with dyslexia. Without assessment of the learners report it is very difficult to cater for the needs of children in an inclusive set up. Assessment also enhances the process of teaching. It has to be noted that during the adaptation and modification of the curriculum of dyslexic learners teaching strategies and methods change to the betterment of the learner. It is anticipated that this research will also give the teachers and coordinators the chance to reflect on their methods and strategies. It is been hoped that ideas and strategies that are observed can increase the researchers knowledge and understanding that can be shared back in Botswana from both countries. I just want to end this chapter by coding this text derived from Cohen, Manion and Morrison (2000) which says, 'To understand is hard. Once one understands, action is easy' (Sun Yat Sen, 1866 – 1925).

Chapter Four

4.1 Introduction

The primary function of data analysis is to place the data in forms that will facilitate a decision regarding the study's results (Abeles, 1992:236).

Having stated the intentions of my research in chapter 1, I will present the analysis of the data recorded for both interviews and observations, as well the relationship between the selected data collection results and the stated hypothesis. A summary of the interviews will follow where I will look at some of the responses made by teachers and results of the interaction of observed children with dyslexia. Before the analysis I would like to introduce the characteristics of my research.

4.2 Characteristics of the Research

The research took place in the two countries, that is two schools in the Czech Republic and two schools in the Netherlands. The following were the participants in the research:

Two directors of schools were:

Zakladni Skola Profesora Zdenka Matejcka, Most – Czech Republic and

Willibrordusschool, Alphen – Netherlands.

The two psychological assessment centers were:

Pedagogicko – Psychologicka Poradna – Czech Republic

Psychological Center: Netherland Stichting Onderwijsbegeleiding Midden –
Brabant S.O.M.

The four schools where the research took place were:

Zaklandni Skola Specialni, Praque – Czech Republic

Zakladni Skola Profesora Zdenka Matejcka, Most – Czech Republic

Basisschool De Weldert, Tilburg – Netherlands.

Willibrordusschoo.l, Alphen – Netherlands.

The following table 1 presents the teachers interviewed and the pupils observed at interaction in the class:

Table 1

School	City	Country	Number of teachers	Number of children
Pri Zaklandni Skole Specialni	Praque	Czech Republic	3	2
Zakladni Skola	Most	Czech	3	3

Profesora Zdenka Matejcka		Republic		
Basisschool De Weldert	Tilburg	Netherlands	3	3
Willibrordusschool	Alphen	Netherlands	3	2
Total			11	10

As noted by Yin (2003) that archival records can be used to collect data therefore the researcher requested the children's assessment report on the part where the assessment results and recommendations to prove that the children were assessed and diagnosed as learners with dyslexia. The children's Individual Education Plan (I.E.P) were also requested to try to see if they also address the children's need. However the two documentations will be merged to find the similarities to try to find out that the child's problem is being addressed. Amongst these, only two children will have their reports and individual educational plan compared. The chosen schools are: Zakladni Skola Profesora Zdenka Matejcka – Czech Republic (one child) and Willibrordusschool Alphen – Netherland (one as well).

Their names will not be revealed for ethical reason and they are coded as CzZ for the child in Czech Republic and NeW for the child in the Netherlands. Their teachers will also be coded as CzZT for the child CzZ and NeWT for the child NeW respectively. The reason is comparing the provision of dyslexic learners

from different perspective, for instance Zakladni Skola is a basic school for dyslexia and Willibrordusschool is a mainstream school but includes learners with dyslexia. The other reason is to find the reality or to try to find out some answers to the main purpose of the research. The teachers interview response and transcribed child's observation will be put together to find that indeed the one is fitting into the other one. Bell (1993:109) puts it this way, "*it can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave.*" Observing the interactions of pupils in the class and the way the teacher manages his/her class will help me to understand that indeed careful consideration are taken when planning, teaching and involving the child with dyslexia.

The interviews that took place in the psychological assessment centers and the interview with teachers about the assistance they get from these supporting centers will be summarized. Similar responses will be put together. To try to search for the answers pertaining to the research questions, the questions were divided into three categories. As Miles and Huberman, (1994) cited that, "*clustering – grouping events, places, people, process, etc together if they appear to have similar patterns or characteristics,*" (Miles and Huberman, 1994 in Robson 2003:480) is the other way in which data can be presented. The research questions are divided into three categories (see table 2)

Table 2

Category	Name	Content
A	Knowledge of dyslexia	<p>Policy – this is addressed by question 1 because if the school has school policy on dyslexia, guidelines will be geared towards how to provide for the learners with dyslexia.</p> <p>Awareness of dyslexia – is addressed by question 2</p> <p>Training – addressed by question 3a and b</p>
B	Assessment of dyslexia	<p>Check for progress – addressed by question 4</p> <p>Frequency of assessment – question 5</p> <p>Classroom management – question 6 and 7</p>
C	Support	<p>Teachers – addressed by question 8 and 10</p> <p>Children – to find out questions 9 and 11 were asked</p> <p>Individual Educational Plan (I.E.P.) – question 8</p>

		addressed the inquiry.
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4.3. Presentation of data

The following characteristics of schools where the research took place, and is based on interviews with directors of schools.

4.3.1 Interviews with directors

Zakladni Skola Profesora Zdenka Matejcka – Czech Republic

As the director of the school gave the introduction of the school she mentioned that Zakladni Skola is a basic school of learners with dyslexia. The students' population is 153 with 7 specialized teachers. Their role is to cater for the children with dyslexia who mainstream schools rejected. After giving them therapy and boosting their self esteem, they are encouraged to go back to their previous schools for integration. Apparently most of them do not want to go back to the mainstream schools due to various reasons as mentioned by the director, that is, they came to school their self esteem was very low because of continuous failure and the treatment of teachers and other children was very unpleasant for them. The school also supports the mainstream schools in Most by running workshops and seminars on dyslexia. They also give therapy to the mainstream children who need speech and language therapy and psychological services. The children who are integrated are also given support once a week by the specialized dyslexic teachers of Zakladni Skola. Before they are given the

therapy or admitted into the school the main emphasis is that children must be assessed by the psychologist so that teachers can know what to do with the child. As mentioned in chapter 1 that according to the new legislation in Czech Republic, Parents have a right not to share the results of assessment with the schools. However, the schools seem to be aware of the need to have assessment records at the disposal as it seen the director encouraging the parent who wanted her child to be admitted in the school that, "we cannot admit your child without the assessment report because the report informs us and helps us in knowing what we can do with your child, and also the report guides us where your child could be placed." The assessment report contains child's weaknesses, strengths and what is the suitable support for the child.

The school is involved with the community where they teach the parents on how to stimulate or teach children at an early stage those children with physical disabilities for integration or inclusion in the mainstream schools. They have boarding facilities where they accommodate parents and such children on a temporary basis. Parents from neighboring villages also come so that they can be taught on how to help their children with dyslexia at home. Teachers in the school are trained for dyslexia and three of them did an extra course on speech

and language therapy. It is a well resourced school with a lot of specialized equipment.

Willibrordusschool Alphen – Netherland

According to the director the school has a population of 450 children with 32 Teachers. There are 17 classes that ranged from grades one to eight. The school is the mainstream school that had included children with different disabilities including the children with dyslexia. In his own words the director said that “all the children belong in the same school, but I know that not all can be included and teachers have to work hard to include children with special needs in the school”

Teachers in his school are not specialized except the two who had in – service training on special needs. One is still going on in - service training too. He also commented on the need for the teachers to study special educational needs so they can cater for all the needs of the children. When asked about his input as the director to see to it that the teachers are trained, he explained that his management makes provision for the teachers to have workshops to sensitize them on special educational needs and also for those who are studying part time. He also provides for teacher substitute when the teacher has to go for lessons

once or twice a week and he also pays for the workshops from the school fund, and pays for the teacher who is training. His management also pays for children who need assessment from Stichting Onderwijsbegeleiding Midden (S.O.M.) and specialist services. In the school there is a special needs team which sits and discusses the needs of the children. This team also is involved with coaching other staff members on the areas of special educational needs. When asked about the inclusion of all the learners in the mainstream school he said "it is impossible." The school follows the Cito way of assessment and the results are computerized. The results of Cito give an idea of placement of pupils.

Summary of Interviews

It is admitted that as both directors are involved with the running of the schools, each and every one of them is faced with different challenges. The director from Czech Republic has staff and specialists in dyslexia and is trying to integrate the children into the mainstream for inclusion and cannot do that because it all depends on the right of the child and parents. On the other hand, the director from Netherlands is challenged with included children and trying to train his staff members.

The other noted differences of the two directors is that the director in Czech Republic is who is involved with educating the parents on how to assist their

children at home is facilitating to see to it that the children with dyslexia are included as family members and in the community they are living. Schools should be seen as the starting point of including the children with dyslexia and extending it to the community as they are preparing children for future life in the workplace and society at large. In contrast the other school in Netherlands was offered the service by the parents into the school. The similarities of the two countries, is that they had established partnership with the parents of the children in the schools.

4.3.2 Interviews with the Teachers

Table 3 presents the summary of teachers' interviews for teachers in Czech Republic and Netherlands:

Table 3

Categories		Czech Republic	Netherlands
A the knowledge of dyslexia	Policy	One of the differences between schools was in the level of policy on dyslexia. While one school has no school policy the other school does as it is specialized school on	The two schools follow the 'protocol dyslexie' used in the mainstream schools as guiding methods and assessment of children with dyslexia.

	<p>Awareness of dyslexia</p> <p>Training</p>	<p>dyslexia.</p> <p>They are all knowledgeable about dyslexia.</p> <p>They trained as special education teachers.</p>	<p>Some of the staff members are just ordinary teachers, and had only awareness about dyslexia.</p> <p>Most of the teachers did not initially train as special education teachers but they studied while in service. Some are still training and they are made aware of children with dyslexia.</p>
<p>B</p> <p>assessment of dyslexia</p>	<p>Check for progress.</p> <p>Frequency of assessment.</p>	<p>In the one school they do continuous assessment and in the other they assess for progress once a month. They use different kinds of assessments methods like observing children at work or oral testing. They say they take into consideration the results of assessment when planning and teaching.</p>	<p>Three teachers from the same school said that they test children four times a year. They test them using the same tests they use with other children in the class. Three teachers from the same school said that they let the remedial teacher be the one who assesses the children with Cito tests twice a year. Most responded that they use the results of the assessment when planning and working</p>

	Classroom management.	The report informs them on how to give instructions and where to place the child in the class.	with the child. The report results inform them what to do with the child. Some commented that they sometimes consider them but mostly the remedial teacher is the one who uses them a lot since the child goes for therapy.
'C the support	Teachers Individual Educational Plan (I.E.P.) Children	They said they do not need the assistance of the psychologist to make the individual educational plan. They just look at the report of the child and plan some intervention strategies and if they are not clear that is when they call the psychologist for a meeting. They do not have any child who gets therapy from any specialist.	Their response was that they sit in a meeting to make the plan for the child with the psychologist. Some of the children are getting some speech therapy outside the school hours organized by parents. The only therapy they get in the school is the remedial teacher's help.

Differences and Similarities

To sum up the interview is that what is emerging is that the teachers who trained as special education teachers need minimal support from the specialist as compared with the teachers who didn't train as specialists. In the other country policy on children with dyslexia is a national one when the other country it depends on the school.

4.3.3 Interviews with Counseling Centers

Table 4 presents the summary of interviews with the counseling centers for Czech Republic and Netherlands.

Table 4

Questions:	Pedagogicko – Psychologicka Poradna – Czech Republic	Psychological Center: Netherland Stichting Onderwijsbegeleiding Midden – Brabant S.O.M.
How often are the pupils assessed?	Teachers refer the children for assessment and before being sent, their parents are notified about the assessment and if they permit the child to be assessed, they accompany their children for assessment. It depends on the needs and problems encountered by the child. The assessment could be once in three months and the report is made once or twice in a year	When the child experiences some problem, the teacher refers the child for psychological assessment. The child has to come with the school profile which they assess and give the teacher some feedback. With the consent of the parent the child can be assessed. Parents also sometimes request some psychological assessment. Follow up of the child is not

		made only when the child continues to have some problems
After the issuing of the report, is it shared with teacher?	Yes, it is shared with the teacher. It also depends on the teacher if the child's learning is severe, the teacher takes note of the Individualized Educational Plan (I.E.P)	Yes, the report is shared with the teacher and special needs team in the school
Are the intervention strategies made clear to the teacher?	The interventions strategies are made clear to the teacher and, if the teacher does not understand, s/he asks	Yes, they are made clear as we give the teacher the advice of what to be done with the child
What kind of support is given to the teacher when making an Individualized Educational Plan (I.E.P)?	The staff from the center makes some trips to the school to observe lessons and cooperatively make I.E.P	The teacher is involved when making the plan of the child and, if not clear, the teacher has the liberty of asking the psychologist and the Special Education Coordinator in the school. They also involve parents when making the plan
What is the role of the center?	The center supports the integrated children in the mainstream. They support teachers and teacher assistants by creating teaching and learning aids. However the center also runs workshops for teachers and teacher assistants on different methods of teaching children with learning disabilities. Once they identify that there is a need of support in the class	The center's role is to monitor schools assessment, that is, Cito, which is the assessment program which some schools in the Netherlands use to test their student's level of attainment from age 4yrs to 12yrs. All the subjects are tested. Their other role is to run workshops for teachers if they had identified common problems in learning. They assess children with

<p>4.3.4.10 He is the your Language Foot Motor T W C</p>	<p>for the child, they provide the teacher assistant. They also issue reports of children assessed to assist Head-teachers to send to Municipality</p>	<p>emotional problems and they make some referrals to school social worker for interventions. They rarely give individual children therapy. Most of the children are sent for assessment so that they can get provision known as the "back pack" or "rucksack" which is money given to the special needs learners to cater for his/her health and learning equipment if there is a need.</p>
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Summary of Interviews

The two psychological assessment centers have some similarities in operation but the area of scope is different. S.O.M does not only work within the area of special needs, but monitors Brabant area quality of education offered in the schools, whereas this center P.P.P. focuses on supporting special schools and intergrated special classes.

4.3.4 Results of the observations

Below are the summary of the children's assessment results and recommendations and the observation of the interactions that took place in the class.

4.3.4.1 Child CzZ

He is the child of thirteen years old in a class of 10 other children who in the year 2003 was assessed and was diagnosed with the following disorders:

Language skills

Poor speech articulation, speaks slowly with breaks and dislalic or lisps.

Motor skills

Tight pencil grip and ends with convulsions

Writing speed is slow with bigger letters

Copying from the board he writes letters one by one

Social skills

Playful, immature and weak in social judgment

Attention deficit disorder

Cognitive

Short term memory and attention span; is not able stay in one activity for a long time.

Weak visual perception

He was later assessed again in June 2004 and was diagnosed with dyslexia.

His recommended intervention was that:

- needs extra time when given work

- needs to be motivated
- continue in speech therapy
- develop verbal components
- to use a special pencil

During observation it was found that he sits close to the board and the teacher uses different methods of teaching. The whole class was participating in the multi sensory lesson. They formed groups of four pupils but working in pairs. While working he was given help by the teacher. They were given aids for an individual to mark. He was given a chance to participate in active questions by representing his group to look for place in a map. Games were incorporated. His work was well organized with very big letters. He can work well in a group and he contributes towards the group. He responds well and was well attentive to the teacher. He waits for his turn to participate. After the lesson he is able to evaluate his performance by using pictures to help to boost his self esteem. The teacher had prepared his Individual educational plan which is followed and evaluated.

In view of the child's observation and trying to compare the teacher CzZT's interview, it was seen that the teacher takes in consideration when she plans and works with the child. There was an evidence of the teacher's evaluation and

planning for the child which verifies that report results inform here in making decisions about child CzZ.

4.3.4.2 Child NeW

He is a boy of eleven years old in a class of 25 pupils. In the year 2005 he was assessed by the SOM psychological service and was declared dyslexic.

According to Dutch Dyslexia Federation he is diagnosed with dyslexia. The reason for his dyslexia is that he inherited it in the family. He has average learning ability for his age group. He has reading problems and his level of performance is one and half years below his reading age. His reading is not accurate, but slow and he does not read fluently. In reading tests and stories he is behind by one year. He has poor memory. Though he has a chance of learning he cannot be helped by the remedial teacher. In mathematics he is doing very well.

The child was assessed by the Orthopedic and the Psychologist, who they had given the advice of the program to be followed and they must be contacted to continue with the advice when the child goes for his secondary schooling.

These were the recommendations:

Repeat the reading

- Pre – teaching is necessary for him, look and say for motivation
- To be helped with method of study.
- If he can read the text, allow him to read in the class.

Comprehension

- Introduce a subject and ask him to participate by asking him questions
- To be given extra time
- To read the important part of the text.
- Ask him questions before reading about the pictures to get the ideas.

During the two days he was observed, it was found out that he sits at the back of the class and is mostly absent-minded. In the class they sit in rows and only get into groups when they are given an activity to work on together. When he participates, he just shouts out answers without putting up his hand to wait for his turn.

Work of the day was legibly laid out on the board with some highlighted information for emphasis. Time and again the teacher checks on him when he is

given work on his own. Multi – sensory approach was practiced as they used different ways to solve the problems in groups. In a group he was given a chance to solve some problems on his own and participate in taking turns with games. Later in the day the class is divided into two groups and the two teachers work with them to try to give them individualized attention. Parents come into the school as volunteers once a week to help with the reading and this gives the teacher a chance to attend to individuals with learning difficulty. He also gets that chance. He goes for therapy with the remedial teacher once a week. The remedial teacher has his individualized educational plan which he follows and he does a lot of repetitive work with him.

Comparing the interview of the teacher NeWT it was found that she only applies the multi – sensory methods but does not refer to the assessment report of the child. Only the remedial teacher takes it into consideration when teaching and planning for the child NeW.

4.4 Summary of the observations, Interviews and analysis of children's records

In all of the schools observed it had been noted that the teaching of children with dyslexia depends more on the assessment results report as this informs the teacher the proper way of how to work with such learners. It has been noted by

the way the teachers arrange their classes and where they put them to sit. I observed that the majority of the children are seated next to the black board and also the teacher's table for constant monitoring. The constant checking of them when they are given work for immediate assistance when they experiences some problems working, also showed that they are taken into consideration when working and planning for them.

During the interview one teacher mentioned that he teaches them as he teaches other children and assists them like any other child who needs assistance, but does not have any special program for them. When he experiences problems with the child, he just refers to the remedial teacher who has to sort it out as she knows and she is trained in this area of dyslexia. Although he mentioned that, his lessons delivery caters for all learners in the class. He uses multiple methods that make each and every child to participate. In an interview still in the same school, one teacher reported that the child she has does not need constant supervision due to the fact that she was diagnosed earlier when she was doing grade two. They had worked through with her throughout with counseling and informing her class mates. It had boosted up her self esteem and now she understands how she functions as well as her peers. This has lifted a load of pressure from her and she is free to ask when she has some problems. She needs minimal help as compared to earlier times. The implications here are that

the earlier the child is diagnosed and intervention takes place, then there will be minimal problems when the child grows.

In this chapter, I will discuss the impact of the results of my study in the context of Herndon's educational system.

5.1 Discussion

The research was an exploratory study on the response of special education administrators and teachers to benefit students with learning disabilities in inclusive settings. It included field visits to schools to observe the results of the study's findings.

5.2.1 Assessment

Assessment is one of the most important roles of a teacher assistant in the schools and that role is to help the students in the school as well as in the classroom. The purpose of this study was to see if the director who worked in the parent to school district was responsible for providing assessment services to the child and to see if the director was providing the information for the child.

Based on the National Education Policy Report No. 3, 2003 and Taylor (2003) all children have the right to be assessed at the appropriate level of function within the program. The purpose of this study was to see if the director was providing the information about the children's needs to the school and if the school was providing the information to the parent.

Chapter five

In this chapter, I will evaluate and interpret the results of my inquiry in the context of literature reviewed in chapter 2.

5.1 Discussions

This research study was started based on the research question, "How may assessments results be best utilized by the teachers to benefit dyslexic students in inclusive settings?" According to my field visits to schools I found out the results discussed in following sub-chapters:

5.2.1 Assessment

Assessment informs the Directors of schools, teachers, teacher assistants in the schools how best they can accommodate the children in the school as well as in the classroom. The findings are backed by the voice of the director who wanted the parent to take the child to the psychological services for assessment before the child can be placed or to find out the suitable intervention for the child.

Based on the literature in chapter 2 (Bracken, 2004, Reid, 2003 and Taylor, 2003) all clearly asserted that it informs about the current level of function within the cognitive, motor language personality and academic. Having this information enables the teachers and examiners to make a decision concerning the needs and type of intervention to be implemented.

Furthermore the report informs the decision makers concerning financial assistance if needed for such intervention, for example, in the Czech Republic the Directors sending the report to the Municipality and Netherlands the provision of "back pack" if necessary. Directors of schools also use assessment results where they have to purchase a learning device for a child, and source for outside intervention where the school had to pay. Parents also are the beneficiary of the assessment report as they too had to take part in the intervention of their children's learning.

During the interviews teachers also affirmed that they use assessment report results in planning for individuals. This was not evident in some of the schools because they did not have any individual planning for the children except that the remedial teacher was the one charged with doing the task, whereas in only one Basic school for dyslexia teachers are found to make individual plans of each child in the classroom and continuous evaluation of the child's progress was evident (see appendix D sample for the child's individualized plan).

5.2.2 Knowledge of Dyslexia

The study also investigated if the teachers are aware of dyslexia: It became apparent in the interviews of the teachers that they have knowledge of dyslexia

and some are trained as special education teachers. Even those who were pre-serviced find the need to continue with in-service training for personal development. This was supported by the Netherlands findings when I was interviewing the teachers and the director - even the present remedial teachers in both schools were trained as mainstream teachers and later during their service took part time study to train in special education. Even at this present time some teachers are studying part time and the schools are supporting the program. The literature again in chapter 2 also supports the need for teachers to have knowledge of learners with dyslexia in their classroom. The Bristol Policy on dyslexia addressed the inclusion of learners with dyslexia in their schools by providing training for teachers and assistant teachers.

Equally the search for schools' Policy on dyslexia was one of the research questions for investigation. According to the study that was carried out, I found that the schools in the Netherlands adopted the policy on dyslexia called 'Dyslexie Protocol', which works as a guiding documents on how to assess, refer and teach learners with dyslexia. The same applies in the Czech Republic where some schools have a policy on dyslexia.

5.2.3 Support Available to Children and Teachers

I wanted to know how much support the children and the teachers are given by other specialists when it comes to the provision of learners with dyslexia. It had become evident that the support varies according to the type of school. For mainstream schools the teachers needed the support of specialists to make an individualized educational plan for the child and for the understanding of the report results whereas the teachers in the basic schools for dyslexia and integrated special class do not need the input of psychologist when planning and evaluating the children's progress. Again in the issue of awareness in dyslexia, for teachers in the mainstream schools, this is the priority, whereas teachers in the Basic schools for dyslexia help in facilitating the program. Apparently this is evidence that teachers in the mainstream need to have knowledge of how to employ methods that will accommodate all learners in the classroom. The use of multi – sensory method in the schools was backed up by Reid (2003). Not only the methods, but the learning styles should also be known by the teacher, and all that is facilitated by the assessment results' report.

By and large, not all teachers are welcoming towards children with dyslexia in the schools. The interview which was undertaken with the Director revealed that the attitudes of teachers are making it impossible for such learners to be included in the mainstream. This had been sadly proven by Steward (in Reid, 1996)

5.3 Reflection

I believe that this case study research has contributed to my professional competences. It offered me an opportunity to reflect on my practice where assessment is recommended as the main tool to identify the needs of the children, but not used as a labeling tool only. At the same time, not to forget that policies are made but they are not functional policies. The research made me to realise that the assessment report can be provided but it takes the directors, teachers, parents and professionals to make sure that the child's needs are met. The teacher also needs my support as a professional to make sure that the report serves its purpose.

Initially when the investigation was carried out, the thought was that the teachers in Botswana only refer the children for assessment to cover themselves for not helping the children, but through reading the literature and the evidence that came from the study, it has made me to look at the best way to assist teachers and the best way to utilize the children's assessment report- which will be covered in my next chapter.

Chapter six

6.1 Introduction

This final chapter consists of the following two sections:

- 1 A critical evaluation of the work undertaken, including the methods.
- 2 The implication of my findings and possible areas of further inquiry

The objective of the study was to inquire about whether teachers in the mainstream take note and use the recommendations of the children's report to support in making plans, teaching and assisting the learners with dyslexia in their classrooms. The tendency in my country is that the child will be sent for assessment but then the report will be put away on the shelf or into a file as a record that something was done about the child and the report does not serve its purpose. Before I could go further I would like to discuss about the work undertaken.

6.2.1 A critical evaluation of the work undertaken, including the methods.

I investigated my research question using case study method. Permission was granted in schools as well as the teachers permission was taken into

consideration for ethical reasons. The tools used to collect information were suitable for this study like interviewing and observing the interactions of teacher and the observed child. The understanding of the language is considered to be valuable in this study. With case study, the observer is the one who knows what relevant information needs to be recorded, therefore when working with the interpreter in front of the children working and listening to the teacher, interpreting was impossible. The observer recorded what was thought to be the relevant information. A semi-structured interview was used with the hope of changing the wording or getting clarity over certain issues, (Robson, 2002), but that was not possible. The use of triangulation was important in this study as was using information gathered from observation, interviewing and reports of children to validate the findings.

I also discovered that during the study my research question needed some refining, which was not possible because of the language difference. The coverage of the research was wide - ranging hence this made me unable to get detailed information about my study. There are lessons to be learned from conducting the study:

- i) To make sure, where language is a barrier, to use structured questions to give the respondents enough words to choose from.

ii) When doing case study to focus only in one area rather than in different places, as was the case with this research.

6.2.2 The implication of my findings and possible areas of further inquiry

New information emerged from the study while reviewing the literature and this was also supported by the study hence this will help in the recommendations:

For the teachers in Botswana to successfully use assessment report for the inclusion of children with dyslexia they will need; to be made aware of dyslexia thus this will minimize their negative attitudes towards children with dyslexia because this will bring an understanding of why they are experiencing some problems. The other issue that needs to be attended is training teachers on better methods of teaching, for example multi – sensory method.

The other point that the researcher can make change in, is the advocacy of oral assessment for learners with dyslexia for those who seem to have writing problems. In addition, there should be extra time allowance in the examinations for learners with dyslexia to the already existing special arrangement for examination guidelines.

For further inquiry, I felt that this research question needs to be further investigated in Botswana, as this will reveal the underlying factors why teachers do not make use of the report and this will help the assessment center where I am based to better their services. Another factor that emerged is that psychological centers in both countries give the schools enough support to help them to deal with children, this brings a great challenge in my country that teachers are given enough support by regular visits to identify their problems and how they can be assisted.

6.3 Conclusion

Visiting the two types of schools gave me a better-side. My main aim of the study was "How may assessment result be best utilized by the teachers for inclusive settings?" This research questions was inquired under some sub questions in chapter 3, and was divided into three categories (see table 2). During the interviews, observations and assessing of children's records it was evident that assessment helps the teachers in planning and teaching children with dyslexia. The study also addressed my anticipated outcome of my research, (see section 3.10).

Schools at large are expected to prepare children for future in the society and as better citizens of the country, who will get involved with the development of the country. The starting point of such is in the classroom and the school. Therefore where the child is prepared is not important that it is in the inclusion set up or special school set up, what is important is that whether the child's needs are met and the child is being prepared to be included in the society. In my opinion the best inclusion is where the child's needs are met and is prepared to be a better citizen of the country. To identify the needs of the child that is where assessment plays its role.

In conclusion I would like to say this study had developed my perception and extended my knowledge in my area of practice by the fact that I was able to study in the two countries in which my research was based. I managed to gain rich information in terms of policies and practice, that is, how policies had influenced the provision of children with dyslexia, and how policies had influenced practice. The literature and the research provided the knowledge and assurance that answered my research question. Therefore reflecting on the research I would like to say it was worth researching in this area of assessment.

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List of Appendices

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Appendix A

Appendix B Translated Czech semi – structure interview questions

Appendix C Observation list

Appendix D Sample of children's assessment report and Individual Educational
Plan (I.E.P.).



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V Praze dne 25.5.2006

Vážená paní ředitelko,

Vážený pane řediteli,

dovoluji si Vás požádat o přijetí naší studentky paní Beauty Abbey z Botswany ve vaší škole či zařízení. Paní Beauty Abbey je zapsána do mezinárodního programu Erasmus/Mundus, který je hrazen z prostředků Evropské Unie a probíhá společně na třech univerzitách – Roehampton University London, Anglie, Fontys University Tilburg, Holandsko a na pražské Univerzitě Karlově. Pedagogická fakulta je přijímající organizací. Studijní program je zaměřen na oblast speciální pedagogiky – týká se vzdělávání jedinců se speciálními vzdělávacími potřebami a jejich integrace.

Jmenovaná připravuje závěrečnou práci, kterou bude koncem srpna t.r. na naší fakultě obhajovat. Návštěva vaší školy/vašeho zařízení, rozhovor s Vámi, příp. s vašimi učiteli, žáky či studenty je součástí sběru dat, které by byly v práci použity a zpracovány podle stejných pravidel, jimiž se řídí i čeští studenti.

Budete-li požadovat podrobnější informace, ráda Vám je poskytnu. Předem děkuji za Vaši vstřícnost a spolupráci.

Doc. PhDr. Marie Cerná, CSc.

prodělkanka pro zahraniční a vnější vztahy

UNIVERZITA KARLOVA V PRAZE
PEDAGOGICKÁ FAKULTA

odd. pro zahraniční styky
116 39 Praha 1, M.D. Rettigové 4

(1)



UNIVERZITA KARLOVA V PRAZE
PEDAGOGICKÁ FAKULTA

oddělení pro zahraniční a vnější vztahy

M. D. Rettigové 4, 116 39 Praha 1

Česká republika

Tel.: 00420 221 900 237 Tel./Fax: 00420 224 947 782

nada.kvasnickova@pedf.cuni.cz

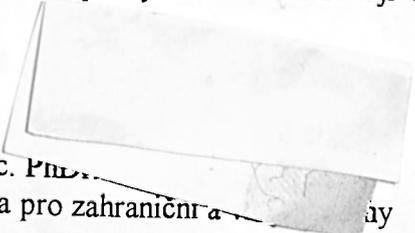
V Praze dne 25.5.2006

Vážená paní ředitelko,
Vážený pane řediteli,

dovoluji si Vás požádat o přijetí naší studentky paní Beauty Abbey z Botswany ve vaší škole či zařízení. Paní Beauty Abbey je zapsána do mezinárodního programu Erasmus/Mundus, který je hrazen z prostředků Evropské Unie a probíhá společně na třech univerzitách – Roehampton University London, Anglie, Fontys University Tilburg, Holandsko a na pražské Univerzitě Karlově. Pedagogická fakulta je přijímající organizací. Studijní program je zaměřen na oblast speciální pedagogiky – týká se vzdělávání jedinců se speciálními vzdělávacími potřebami a jejich integrace.

Jmenovaná připravuje závěrečnou práci, kterou bude koncem srpna t.r. na naší fakultě obhajovat. Návštěva vaší školy/vašeho zařízení, rozhovor s Vámi, příp. s vašimi učiteli, žáky či studenty je součástí sběru dat, které by byly v práci použity a zpracovány podle stejných pravidel, jimiž se řídí i čeští studenti.

Budete-li požadovat podrobnější informace, ráda Vám je poskytnu. Předem děkuji za Vaši vstřícnost a spolupráci.

Doc. PhDr. 
proděkanka pro zahraniční a vnější vztahy

UNIVERZITA KARLOVA V PRAZE
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116 39 Praha 1, M.D. Rettigové 4
(1)

Appendix B

Částečně strukturované otázky

Téma: Jak by mohli učitelé nejlépe využít výsledků hodnocení ve prospěch dyslektických žáků v inkluzivní škole

Otázky pro učitele žáků s poruchami čtení

- Má škola speciální koncepci týkající dyslektiků a žáků s poruchami čtení?
- Jste obeznámen s problémy dyslektiků ?
- Jste kvalifikovaný speciální pedagog?
 - a) Byl/a jste studentem řádného studia_
 - b) Byl/a jste studentem v kombinovaném studiu
- Jak hodnotíte pokroky žáků?
- Jak často jsou žáci hodnoceni?
- Zvažujete doporučení obsažená v hodnotící zprávě při další práci s dítětem ?
- Zvažujete doporučení obsažená v hodnotící zprávě při přípravě na hodiny?
- Po tom, kdy bylo dítě hodnoceno psychologem, máte možnost diskutovat s ním výsledky a intervenční strategie?
- Poskytují specialisté dítěti podporu?
- Jaké podpory se Vám dostává od dalších specialistů. Např.: psychologů, učitelů, kteří vedou doučování a řečových a jazykových terapeutů
- A co další prostředky, které jsou doporučeny pro tyto žáky?

Otázky pro školní pedagogicko-psychologické poradny

- Jak často jsou žáci hodnoceni?

- Můžete si o výsledcích promluvit s učitelem?
- Je pojem "intervenční strategie" učitelům dostatečně znám?
- S jakou podporou se setkávají učitelé, kteří tvoří pro děti Individualizované učební plány?
- Jak je role poraden?

Observace bude zahrnovat:

- ◆ Záznam podle doporučení závěrečné zprávy
- ◆ Pozorování dítěte při práci a poskytnutá speciální pomoc obsažená v doporučeních
- ◆ Poznámky o Individualizovaném vzdělávacím plánu dítěte

Dotazník pro observaci

1. Kde dítě sedí?
2. Jaké organizační formy učitel používá?
 - a) práce ve skupině
 - b) vrstevnické učení
 - c) individuální péče
3. Jak učitel dítě do práce zapojuje?
 - a) Používá obrázky?
 - b) Používá aktivzující otázky?
 - c) Používá hry?
 - d) Přenáší část zodpovědnosti i na dítě?
 - e) Používá postup "učení pro všechny smysly"/ multi-sensorický přístup?
4. Používá učitel/student některé další podpůrné prostředky nebo vybavení (PC, vyučovací pomůcky)
5. Jak je uspořádaná tabule?

6. Jaké používáte učebnice?

7. Jak si dítě poradí se samostatným úkolem?

(Např.: opisování poznámek z tabule, čtení, řešení úkolu)

8. Může dítě pracovat bez asistenta?

9. Soustředí se dítě na učitele?

10. Jaký je jeho vztah k učiteli?

11. Dokáže dítě počkat, až na něj přijde při práci řada?

12. Kdy mu učitel pomůže?

Turn the page over for

Appendix C

Observation form

Appendix D

- 1) Where does the child sit in the class?
- 2) How is the teaching organized in the class?
 - a) Group teaching?
 - b) Peer education?
 - c) Individual attention?
- 3) How does the teacher engage the learner?
 - a) Does the teacher use pictures?
 - b) Have active questions?
 - c) Play games?
 - d) Give the learner some responsibility?
 - e) Multi- sensory approach?
- 4) Does the teacher/student use some assistive learning or teaching equipment e.g. computer and other teaching aids?
- 5) How is the blackboard structure?
- 6) How are the text books?
- 7) How is it when the child has to work independently? E.g. copying notes from the board, reading and problem solving?
- 8) Can the child work on his/her own without the assistance?
- 9) Is the child attentive to the teacher?
- 10) How is the attitude towards the teacher?
- 11) Can the child wait for his turn to participate in the class?
- 12) When does the teacher give him/her assistance?

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Turn the page over for

Poradenské centrum služeb pro školy, děti a mládež Ústeckého kraje
příspěvková organizace

Žitavská, Pedagogicko-psychologická poradna, Most, J.Palacký 2514

Appendix D

Důvěra

Poradenská zpráva

Pro: Mgr. ... PPP

Vydání: 01.03.2004

Na: ... PPP

Důvod vydání: ...

Ingos

Data: 07.11.2003

Bvd...

2.3.11.2003

Text z psychologického vyšetření

Stručná psychologická vyšetření prokazují, že ...

... je ...

... je ...

... je ...

Mgr. ...

Mgr. ...

371.
Jol. M. GARTMANOVA

Poradenské centrum služeb pro školu, děti a mládež Ústeckého kraje,
příspěvková organizace

Pracoviště : Pedagogicko-psychologická poradna, Most, J.Palacha 1534,
tel. č. : 476 708 847

Důvěrné

Poradenská zpráva

Pro : matku osobně v PPP

Vyšetřen dne : 03.03. 2004

Na žádost : spec. pedagoga PPP

Důvod vyšetření : výuk. potíže – kontr.

Jméno :

Datum narození : 07.11. 1995

ZŠ při nemocnici Most,

Bydliště :

Škola, třída : 1. tř.

Závěr z psychologického vyšetření

Kontrolní psychologické vyšetření prokázalo aktuální mentální výkon v pásmu hlubokého podprůměru. Výkon ve verbální složce je zjištěn v pásmu hlubokého podprůměru, performační složka je podprůměrná.

Jirka disponuje slabšími vědomostmi, které také hůře aplikuje, má slabý sociální úsudek, oslabenou složku početních dovedností a úsudek z verbální analogie i hluboce podprůměrnou číselnou mechnickou paměť.

Vyšetření prokázalo výrazné poruchy vizuomotorické kooridnace na ploše a v prostoru dle nápodoby a silně oslabenou vizuální percepci. Chápání dějové posloupnosti zjištěno v pásmu podprůměru.

Při vyšetření zachyceny poruchy pozornosti, občasná oscilace, snížená psychomotorická obratnost, v řeči dyslalia a artikulační neobratnost. Uvedené poruchy jsou na bázi DMO /organické poškození CNS /.

Vyšetřil : Mládek

V Mostě, 03.03.

Mgr. Dagmar Jungrová
vedoucí pracoviště

Poradenské centrum služeb pro školu
dětí a mládež Ústeckého
příspěv

pr
Pedagogicko-psy
M.

JMÉNO :

ROČNÍK :

ČTENÍ

I. pol.

Text : Jak tuším nashydl

Počet slov : 75 ČO : 25

Způsob čtení :

učka čte pomalu, ale velice nahlas. Často se plete a přetvárá, nedokonekuje slova.

Chyby : Křehuje, zapomíná posl. slabiky.

Reprodukce textu : Tuším moc nevědomi, polí. pom

PSANÍ

Držení psac. náčiní : Klací na pero

Rychlost psaní : Pomale

Tvar písma : Zvětšení, ale správné zvazy.

Úprava : Únací se, klací na pero, úprava sebeck

Opis : Zvláda - pomalým tempem

Přepis : Většina písma nemá korigována

Diktát : V. poslati zvláda s chybami - znaménka

MATEMATIKA

Zvládnutí učiva : 9 problémů zvláda

Numer. příklady : na pskách, vypočítá - chybuje

Slovní úlohy : jen s dopomocí.

VÝCHOVY

Vyslovnost : Spatná, pomalá, dyslálie

Pozornost : škrtková

Volní úsilí : Únací

City : v rodině klidný, v přeskobách říj, klidný

Rodina : matka, babička, bratr, rodinná pohoda.

Domácí příprava : Mamma

II. pol.

Jak želeň nastydí

počet slov: 69 čí: 23

-čte pomalu, často opakuje slova, domýšlí si vlastní
domýšlí si háčky, čárky, nedokončuje slova, posl. slabiky
- slabikuje, textu rozumí jen částečně.

Jirka má speciální pero na psaní, žláč a píše velice
pomalým písmem. Často přepisuje a škrtá, musí si někdo
diktovat písmena. Bez úpravy.

Opis a přepis zvládá částečně a s chybami,

Diktát - napíše tak 2 věty s velkým přepisováním,
škrtáním a chybami - v, i, gramatické chyby.

Velice zvládá částečně - počítá s prsty, často se pletá
nebo vykřikuje výmysly - rychlost na úkor správnosti
St. úlohy zvl. jen s mou pomocí.

Velice špatná - co slyší, větve si, to napíše.

Kvůli doba a snadno vyrušitelná pozornost - nepočítá
pomalu, nesamostatný - ptá se na vše a několikrát

Hlučný i o hodinu i o přestávku. Stále v běhu, dlouho

úroveň domácí příprava.

INDIVIDUÁLNÍ PLÁN NÁPRAV

1. zlepšit vyjadřování

2. vést k pořádku

3. relaxační cvičení

Velké zlepšení v bodě 3

V ostatních dál pokračovat

AP

JMÉNO
ROČNÍK :

ČTENÍ

I. pol.

Text : Kvěmitek a Vochohmírka

Počet slov : 104 ČO: 30

Způsob čtení : Jirka čte pomalu, trháním a slabikuje i eim
způsobem. Vyráží 1 slabiku a neukazuje si záložkou - často se
ztrácí

Chyby : Diky log. vadám čte šp. hlásky t - jako t, e jako e, ...
Někdy četly ca větami.

Reprodukce textu : stručná s pomocnými otázkami

PSANÍ

Držení psac. náčiní : Křecovité

Rychlost psaní : Velice pomalá, velmi dlouho si nahlas říká

Tvar písma : písmena, než je na ruce.

Úprava : Písmo velké kostbarké a bez úpravy (škrtá stále...)

Opis : Pokud je krátký, nedělá větší chyby

Přepis : Často píše hlásku, kterou říká - chybne - např. místo z-r,

Diktát : Velice špatný, píše max. 2 věty, dlouho, s velkými
a častými chybami.

MATEMATIKA

Zvládnutí učiva : Uč. zvláda

Numer. příklady : Vypočítá, často výsledky hádá, chce být 1.

Slovní úlohy : Vyřeší jen s pomocí.

VÝCHOVY

Výslovnost : špatná

Pozornost : Krátkodobá, nestálá, často si hraje a ugrušuje

Volní úsilí : Snaha na úkor správnosti - říká nesmysly bez roz

City : Předvádívá, klauz, snaha přizpůsobit se ostl záklům

Rodina : Hamírka se mu mar. věnuje

Domácí příprava : !/ pořádku, přetřívá, je vidět, že se i učí dop

1. Přepiš : Dne pátého října pojedou žáci 3.A s paní učitelkou na výlet do Dvora Králového. Po cestě zavítají do vesničky Ratibořice, kde žila spisovatelka Božena Němcová. Přejeme všem krásný výlet.

Dne pátého října pojedou žáci
s paní učitelkou na výlet
do Dvora Králového. Po cestě
zavítají do vesničky
Ratibořice, kde žila

2. Opíš : Za lesem na kopěčku u velké
louže v prím, království žil král
Hafidín s královnou a princeznou.

Za lesem na kopěčku u velké
louže v prím, království žil
král Hafidín s královnou a princeznou.

3. Diktát :

Božena Němcová
Ratibořice
Dvůr Králový
Česko

2. A.

4

Individuální plán
2001 - 2002

- ① zvýšit sledování, důvěru ve vlastní schopnosti
- ② zlepšit vyjadřování
- ③ čtení s očekáváním
- ④ rozvíjet jemnou motoriku
- ⑤ porozumění a reprodukce textu

Pokračovat v boděch ②, ③, ④, ⑤

pracovala:
Mgr. D. Solimiclová

JMÉNO : Jiří Kulík
ROČNÍK : IV B

ČTENÍ

I. pol.

Text : O křivce

Počet slov : 44 ČO:

Způsob čtení : čte pomalu, s dýchání

Chyby : čte hrůž, slabikují, nemohli' kence slov - domy'e
nerespektují znaménka, samičku je písmena

Reprodukce textu : napiš slaba', s dopomoc'

PSANÍ

Držení psac. náčiní :

Rychlost psaní : při měřna'

Tvar písma : kaštrbale'

Úprava : neupravuje', po křivce' p.

Opis :

Přepis :

} s dýchání

Diktát : hodně chyb čtení i pravopisných

MATEMATIKA

Zvládnutí učiva : velkem křivka'

Numer. příklady : chyby oji di nite'

Slovní úlohy : křivka', občas nutno' dopomoc

VÝCHOVY

Výslovnost : naučil na neresepektování'm i interpunkce

Pozornost : dobra

Volní úsilí : velmi snahy'

City : dobro sdělení'

Rodina : dobra' spolupráce

Domácí příprava : velmi dobra' příprava

II. pol.

Čtení no malé, problém s interpunkcí, zejména
přímou, slabě ho rozumí.
Čte intenzivně s matkou a čtenářskými tabulkami
⇒ došlo ke zlepšení.

Reprodukce textu spíše s pomocí!

Písmo neupravené!

Velké množství chyb dysgrafických i
pravopisných v opise, přepisu i dikta-tu.

Něco celkem zvláda, v numerických
množinách opouští chyb.

Storví u'toly si s pomocí!

Výstornost je narušena - problém s interpunkcí!
Pozorný, je snáhlivý a pilný!

Spolupráce s rodinou je velmi dobrá, do mě
připravu velmi dobrá!