

**Dyslexia in Mainstream Teaching:
Teachers' and Students' Opinions of the Dyslexia Protocol in English Classes**

Hsin-Chi Berenst

Anouk Jones

Maikel Sanderson

Universiteit Utrecht, Centrum voor Onderwijs en Leren, alfa cluster (start aug 2012)

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1. Introduction

1.1 Problem Definition

Dyslexia is a topic that has been researched extensively as a biological trait (e.g. Goswami, 2011), a linguistic phenomenon (e.g. Van Otterloo & Van der Leij, 2009), and an educational issue (e.g. Anderson, 2009). Despite the large body of research conducted, dyslexia remains an issue in many schools, both inside and outside of the Netherlands (Anderson, 2009; Bots, 2010; Ledoux et al., 2006). Many students and parents have described any protocols concerning dyslexia as lacking, incomplete, second-rate or even non-existent (Anderson, 2009; Bots, 2010; Ledoux et al., 2006).

As student-teachers of English at three different schools, the authors of the current research paper have also encountered certain deficiencies in terms of dyslexia protocols. The problems concerning these protocols vary, with shortcomings in clearly defined protocols as well as clear policies for the implementation of these protocols. School #1 is a HAVO/VWO school where a dyslexia protocol is in use. The protocol is only offered once. At school #2, a HAVO/Lyceum school, there is also a dyslexia protocol. Remedial teachers explain the protocol once to both teachers and students at the beginning of the year. School #3 is a HAVO/VWO school with a dyslexia protocol. The protocol is not actively offered to teachers. For all three schools, the correct implementation of the protocol is only checked if a complaint has been made. While the protocols do exist in some form, none of the authors were instructed or even reminded of the policy (if it even exists) concerning the treatment of dyslexic students other than using a particular font and font size. The students' dyslexia profiles, composed by remedial teachers, often lie untouched, without a clear policy regarding its usage.

The problem concerning dyslexic students at school is therefore the following. Because of either an unclear enforcement of existing policy or an incomplete policy, much is left to be desired of the implementation of dyslexia protocols in the classroom. This paper will attempt to communicate that depiction as expressed by students and teachers.

1.2 Theoretical Framework

Extensive research of dyslexia has shown that dyslexia is a neurobiological learning disability that mainly affects word-level reading and spelling, i.e. decoding (BalansDigitaal, “Herkennen van dyslexie”; Koeda, Seki, Uchiyama & Sadato, 2011; Hudson, High & Al Otaiba, 2007). As Lyon, Shaywitz & Shaywitz (2003) remarked, it is a condition that is independent of other learning or developmental disabilities, although evidence does exist that dyslexia co-occurs with other cognitive or academic deficits, such as attention span or mathematics ability. However, as the cognitive demands for word decoding differ significantly from the cognitive demands for mathematics or the executive function of attentional control, it still remains an independent learning disability. Furthermore, in their research, Lyon et al. (2003: 4) found that several neuroimaging studies, using functional magnetic resonance imaging (fMRI) and magnetoencephalography (MEG), “[show] a failure of left hemisphere posterior brain systems to function properly during reading.” This neurobiological impairment has been repeatedly observed for several languages (cf. Koeda et al., 2011).

The majority of investigators (e.g. Koeda et al., 2011; Lyon et al., 2003) have claimed that the origin of dyslexia lies in the phonological component of a speaker (reader). As Lyon et al., 2003 remarked, speech is a string of basic sounds (or phonemes) that are combined in a limited set of individual combinations in order to create an infinite number of larger strings (i.e. words). The same process applies to reading. Letters, which have been arbitrarily chosen to represent a certain sound, are combined to create words that can be read. A reader must be aware that these words can be decoded phonologically and orthographically into phonemes. This awareness seems to be impaired or even absent in dyslexic individuals (Koeda et al., 2011; Lyon et al., 2003).

Some of the orthographic errors made by dyslexic children include the erroneous substitution of words or letters, wrong reversal of words and letters, and “letters, words, or sentences ‘dancing around’ on the page,” resulting in disorientation (Hudson et al., 2007: 506; Koeda et al., 2011). Consequently, these children’s reading fluency is much slower than that of the average child. This slower reading fluency can also be partially attributed to the general consequences of a phonological impairment (Lyon et al., 2003). Besides the noticeable problems with reading and spelling, dyslexic children can also display a variety of symptoms, ranging from the hampered retention of sound information to the difficulty in remembering information independent of context (such as dates or individual words) (*BalansDigitaal*).

Several methods have been proposed for the inclusion of dyslexic children in mainstream classroom teaching. One such method is the use of a dyslexia protocol (e.g.

BalansDigitaal, “Protocolen Leesproblemen en Dyslexie”). Such a protocol has been claimed to guarantee that dyslexic children can partake in mainstream classroom teaching through several changes to the teaching method that do not affect the non-dyslexic pupils. In addition to external resources such as remedial teachers and dyslexic screening, proposed changes include the visualization of instruction, emphasising new words, using font size 14 or 16, additional word lists, group exercises, digital practice materials, exercises aimed at the memorisation and application of the subject matter (*BalansDigitaal*). Moreover, special reading classes or training (e.g. during remedial teaching) have been proposed as well, which aid children outside of the classroom. Several studies (e.g. Van Otterloo & Van der Leij, 2009; Calhoun, Sandow & Hunter, 2010) have found positive effects of such reading modules. Van Otterloo & Van der Leij (2009: 169) gave 30 children with familial risk for dyslexia and a control group of average children reading instruction, “[focusing] on phoneme awareness and letter knowledge.” They found minor changes in phoneme awareness in the dyslexic group. More importantly, they also found that receptive letter knowledge was greatly affected. However, neither contributed positively to reading or spelling in the dyslexic group. Other studies (e.g. McPhillips & Shevlin, 2009) have also cast serious doubts that these specialised modules are truly effective in allowing children to become equal to their peers.

The most important practical research results come from an evaluation of the Dutch dyslexia programme. In 2003, the Dutch government set up a programme for the support of dyslexia and other reading problems within primary and secondary schools (*Masterplan Dyslexie*). Several agencies and experts composed a *masterplan* for dyslexia, with protocols for supporting dyslexia at management, remedial teaching and teacher levels. The main focus of the programme was to integrate dyslexia protocols and thereby dyslexic students in mainstream teaching. In a 2006 evaluation, Ledoux, Peetsma, Emmelot, Boogaard & Emans researched the implementation of the Dutch government’s then newly introduced dyslexia protocol. In an extensive report, they interviewed experts, primary schools, secondary schools, parents, teachers and teacher training programmes. Ledoux et al. (2006) found that the availability of dyslexia protocols was widespread, but found an inconsistency between the existence of dyslexia protocols and its implementation in the classroom in secondary schools. They specifically found that teachers were not skilled enough to supervise dyslexic children. Furthermore, although dyslexia protocols were widely available, most secondary schools agreed that dyslexia and other reading problems did not receive enough attention at their schools. More time for remedial teaching and for training teachers was an often heard piece of advice. Ledoux et al. (2006) also found that the implementation and the standardisation of

dyslexia protocols required further development. At the time of writing the current paper, the recommendations by Ledoux et al. (2006) could have been implemented. It would be interesting to see if this is indeed the case.

1.3 Research Question and Research Function

As has been mentioned in the problem definition and theoretical framework, classroom inclusion of dyslexic students continues to be a practical obstacle for teachers and students despite the large amount of theoretical research that has been conducted on the topic. The question this paper seeks to answer is why it continues to be a problem. The authors of the current paper will study and research this phenomenon based on the following research question: How do teachers and students perceive the current implementation of the dyslexia protocol in mainstream teaching?

The current paper is concerned with the practical side of the research and the application of the dyslexia protocols. How are the protocols being used at schools according to the teachers and the students? What are the policies for the protocols behind the implementation of these dyslexia protocols and what do teachers and students feel about these policies?

The research function of this research is to evaluate the current dyslexia protocols at school on a practical level against the opinions of teachers and students. The current paper will attempt to describe the needs of these teachers and students, in order to provide a clearer picture of in-class management of dyslexia at the authors' schools. This will provide recommendations for further improvement of the protocols and their implementation for the authors of this paper and for other teachers.

1.4 Expectations and Hypotheses

The authors of the current paper have read the relevant literature on dyslexia protocols and they also have knowledge of the dyslexia protocols through their own experiences. The authors of the current paper expect to find that different schools use different dyslexia protocols. For example, one school could use *BalansDigitaal*, "Protocollen Leesproblemen en Dyslexie," while a different school could use one of the many different protocols. The authors are therefore able to formulate several hypotheses and expectations, primarily based on Anderson (2009), Bots (2010), Ledoux et al. (2006):

- The school does have a dyslexia protocol, but this protocol is used incongruously because of a lack of a clear policy.

- The school does have a dyslexia protocol but it remains unused.
- The students' dyslexia profiles are not shared with their teachers and/or teachers are not aware of the dyslexic students.
- The teachers do not have the necessary skills to include dyslexic children their teaching.
- Dyslexia and dyslexic students do not receive enough individual attention and guidance.

1.5 Personal Relevance

The outcome of this research will hopefully enable the authors of the current paper, as teachers of English, to recognise, support and motivate dyslexic students in an early stage who encounter problems or difficulties in learning English, due to their learning disability. As a very common specific learning disability, dyslexia is a phenomenon that requires the expertise of a teacher to support dyslexic children within the classroom. Sadly, the current situation falls short, as all three authors have found out in their respective secondary schools, in varying degrees. As teachers of a language that is also assessed for 50% by an exam on reading comprehension, the current authors have found dyslexia to be an obstacle that is not dealt with as appropriately as it could be. In short, the current authors hope that this research will teach them how to teach English in the best possible way to students with varying degrees of dyslexia, and thus become better teachers who are skilled enough to handle learner differences.

1.6 Practical Relevance

The practical relevance is that the current research investigates and answers the question why it is that dyslexia protocols (if any) in the secondary schools of the current authors are left untouched or barely used by teachers, despite the fact that a large amount of research on dyslexia has been done. The knowledge of how to accommodate dyslexic students is available, but somehow fails to reach its intended audience. This discrepancy is something that the authors of the current paper have not only observed and explained, but have also tried to bridge. By finding out why dyslexia protocols are not put to use properly and by investigating what the actual problems are that both students and teaching staff are running into and what their specific needs are, the authors of the current paper hope to enhance the knowledge of dyslexia and inform other teaching staff of efficient (and possibly, already

existent and proven) ways to support students with dyslexia. Furthermore, it could uncover any areas for improvement of the teaching staff. The current paper could, for instance, show that the dyslexia protocols are used inconsistently by different teachers, or that the perspectives of the teachers and that of the students do not match.

Moreover, not only will the teaching staff and students at the secondary schools of the current authors benefit from an increased knowledge of dyslexia and an efficient, practical, actually used dyslexia policy, the parents and the schools in general will also profit from this. Many schools admit to having difficulties when it comes to the implementation of guidelines supporting dyslexic students. This paper will therefore provide recommendations for the further modernisation and implementation of the current dyslexia protocols, which will hopefully please students, parents and schools. Dyslexic students will receive more effective aid, while schools will be able to provide better support for these dyslexic children, seeing more content students and higher grades in return. In addition, the more effective implementation of dyslexia protocols could also be a cost-cutting measure for these schools.

2. Study Design

2.1 Selection of Respondents

The respondents for the current paper were selected from the following secondary schools:

- School #1
- School #2
- School #3

These schools provided the following combined respondent groups:

- Teachers of English (at least 15 in total)
- Dyslexic students of all age groups, at HAVO and VWO levels (at least 15 in total)

The participation of these subjects was not expected to be a problem, except possibly for one group: dyslexic students. Because dyslexia is a sensitive subject for some, these students were approached with utmost care, possibly through remedial teachers if deemed necessary.

2.2 Variables

Based on previous research by Ledoux et al. (2006) on the *Masterplan Dyslexie*, the current paper will investigate the following variables:

- The experiences with the dyslexia protocols: the aforementioned groups were asked about their respective experiences regarding the use of dyslexia protocols and the school's management of dyslexia in general. This is divided into two:
 - Experiences of teachers
 - Experiences of students

2.3 Research Methods

The following research methods and instruments have been chosen based on the research of Baarda et al. (2000) and Ledoux et al. (2006). Most data were collected by means of questionnaires, which were specifically designed for the respondents in question. The questionnaire was designed with help of SurveyMonkey software. Moreover, in order to ensure that a whole range of possible questions and answers is covered, in a pre-test, all three student-teachers interviewed several colleagues and students beforehand to investigate what the possible answers might include and which areas have not been included or covered yet by the researchers. The questionnaires consist of several questions to which the respondents can respond by entering a grade from a scale from 1 to 5. This resulted in standardised questionnaires, so that each respondent had the exact same questions, enabling the researchers to compare the answers more easily.

The questionnaire also included questions that have to be answered in full sentences to ensure that the respondents could also add their own thoughts and ideas to the research and that the outcome will not solely consist of figures and numbers. The questions for students were related to their everyday experiences with dyslexia, the problems they run into in class, while studying or during a test and the way teachers (fail to) accommodate the students. The same questions were posed to the teachers, changing the perspective. All respondents were asked what it is that they specifically need or what they deem to be helpful in the situation.

To summarise, the method consisted of the following steps:

1. The researchers prepare for the first interviews, which they will conduct in person, with either a student and a teacher, in an individual interview;
2. Based on the answers given, the researchers compile a questionnaire with the aid of SurveyMonkey;
3. The first version will be tested on a respondent (either student or teacher);
4. The questionnaires are changed (if deemed necessary);

5. The second versions of the questionnaires are sent out;
6. A reminder is sent, to make sure all participants complete the questionnaire;
7. The data derived from the questionnaires is gathered and processed.

2.4 Instruments

As previously mentioned, the research methods and instruments have been chosen based on the research of Baarda et al. (2000) and Ledoux et al. (2006). The instruments used can be found in attachments 7.1 up to 7.4. The researchers conducted several interviews beforehand, to establish the questions and possible answers that might be given, in order to set up a questionnaire that encompasses most and hopefully all the areas that need to be covered. The interview questions were discussed beforehand among the researchers to ascertain that roughly the same questions would be asked, about how the respondents have experienced dyslexia in the classroom, both from a student and teacher point-of-view. Based on the answers given during the interview, two questionnaires were designed, based on software from SurveyMonkey: one for teachers and one for students. As dyslexia could be a delicate subject that needed to be treated with care, the questionnaires were answered anonymously, ensuring that all participants felt safe and comfortable enough to answer as truthful and detailed as possible.

The specific questions in the teachers' questionnaire have been based on the Concerns-Based Adoption Model (CBAM) (Loucks-Horsley, 1996). The stages of concern – *awareness, informational, personal, management, consequence, collaboration, refocusing* – have been integrated into the teachers' questionnaire (Loucks-Horsley, 1996). An example of this is the question, "Ik ben me bewust van het dyslexiebeleid op mijn school" [Trans. I am aware of the dyslexia protocol at my school], which relates to the awareness stage of concern. These questions will show at what stage possible problems arise.

2.5 Data Processing

The researchers evaluated the questionnaires at face value to see whether there are any interesting overlaps or discrepancies, but bearing in mind that standardised questionnaires were used, this was also an excellent opportunity for post-hoc statistical analysis. The current authors gathered both qualitative and quantitative data, by selecting a group of respondents, consisting of pupils with dyslexia and teachers of English and giving them a questionnaire which they could answer accordingly by scoring a sentence to be true or untrue. By assigning points to a question or statement (ranging from 1 to 5, 1 if they do not agree at all, 5 if they

agree completely), the current authors gathered quantitative data. Moreover, by giving them the opportunity to answer open questions, such as “Waar loop jij het meeste tegenaan in de praktijk wanneer het leerlingen met dyslexie betreft?” [What do you run into most often when dealing with students with dyslexia?], the authors of the current paper also hoped to gather a substantial amount of qualitative data. Based on a combination of all these data, the current authors hoped to be able to come up with a descriptive analysis of the current situation in their schools, which helps them to formulate advice on practical points with regards to the dyslexia protocols to their current school boards. Finally, Cronbach’s alpha analysis will be performed on the data (closed questions and specialised methods) using the MedCalc software in order to determine the reliability.

3. Results

The following are the rough data compiled from the questionnaires. In total, there were 15 pupils and 16 teachers who filled in the surveys. The first table shows the distribution among the three schools that participated. There was one pupil who only filled in half of the survey, but due to the fact that the questions speak for themselves, the current authors decided to include the answers that were given in the analysis.

Table 1: *Respondents for each school.*

	scholieren	leerkrachten
School #1	6	5
School #2	5	7
School #3	4	4
Totaal	15	16

Table 2: *Pupils’ feedback on their teachers.*

	<i>n</i>	<i>M</i>	<i>SD</i>	top box	top two	agree
Theoretische kennis	15	3.34	0.09	1	7	47%
algemeen	15	3.27	1.33	4	6	40%
tijd	15	4.2	1.01	8	11	73%
materiaal	15	3.07	1.09	1	5	33%
beoordeling	15	3.4	1.24	3	8	53%
Meer aandacht	15	2.06	0.88	0	1	7%
ingelicht	15	3.13	1.06	1	6	40%
aandacht	15	2.2	1.08	0	2	13%
willekeur	15	1.73	1.09	0	2	13%

Table 3: *Pupils' feedback on the methods used. [Translation: reading method; font; enlargement; additional individual help; additional reading; training; additional time for assignments; additional time during exams; less or easier reading; less or easier writing; additional help for homework assignments; adjusted methods of correction]*

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>top box</i>	<i>top two</i>	<i>agree</i>
leesmethode	14	1.4	0.94	0	1	7%
lettertype	14	1.71	1.26	1	2	14%
vergroten	14	2	1.3	1	2	14%
extra individuele hulp	14	2	1.1	0	2	14%
extra lezen	14	2	0.3	0	0	0%
training	14	1.14	0.53	0	0	0%
extra tijd opdrachten	14	1.78	1.05	0	2	14%
extra tijd toets	14	5.4	2.4	12	14	100%
minder/makkelijker lezen	14	1.5	1.16	1	1	7%
minder/makkelijker schrijven	14	1.5	1.16	1	1	7%
extra hulp werkstukken (peer)	14	1.78	1.31	1	2	14%
aangepast toetsen	14	1.28	1.07	1	1	7%

Table 4: *CBAM representation of the teachers' concerns*

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>top box</i>	<i>top two</i>
awareness	32	4.53	0.56	56%	97%
informational	48	3.85	0.79	17%	75%
personal	16	3.5	1.31	25%	56%
management	78	4.02	0.85	33%	73%
consequence	64	3.14	1.53	28%	47%
collaboration	48	2.16	0.9	0%	13%

The interpretative chosen values are the so called 'Top Two Box' scores. This is the sum of all the times that an answer from the two top categories was chosen, in this case 'always' or 'often' (or 'never' or 'sometimes' if the question was phrased negatively). This sum shows the value of 'agree'. In the tables, the amount of answers that were given per question can also be found, along with the average score (*M*) and the standard deviation (*SD*). The standard deviation shows the range of all the answers, a low score indicates that the answers given do not differ that much and shows the reliability of the average score. For example, when all the respondents score a 3, the average is a 3. However, this is also the case when exactly half of the respondents score a 1, while the other half scores a 5. It goes without saying that the average in the first case says much more about the group score than in the second case.

When Cronbach's alpha analysis is performed on the questions, it shows some interesting results. First of all, overall, the teachers' questionnaires show internal

consistencies of .82 and .82. As any results above .8 are acceptable in surveys with small subject groups, these questionnaires are reliable.

Table 4: *Cronbach's alpha analysis on the teachers' results*

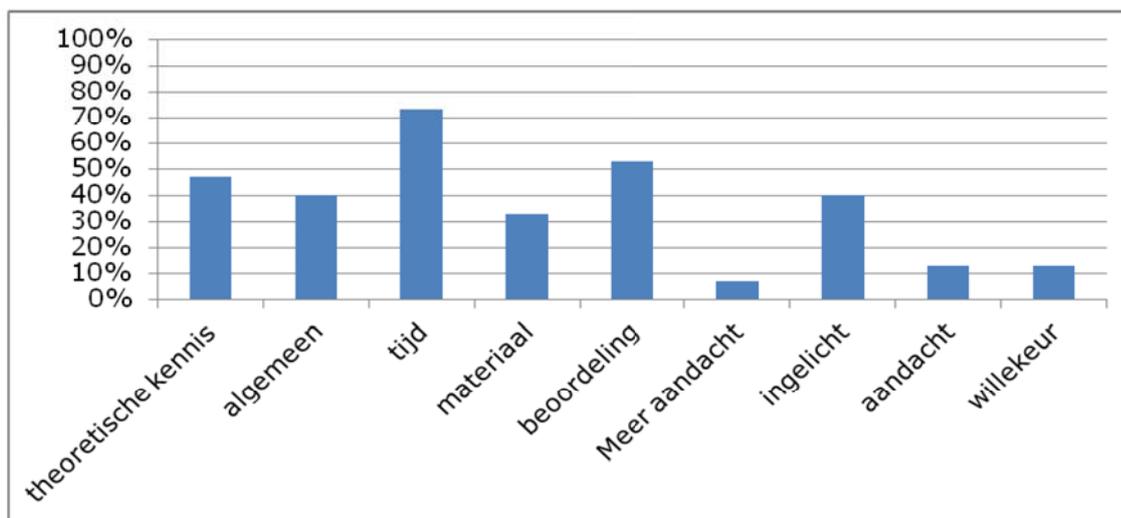
	α	<i>n items</i>
Overall – Closed Questions	0,82	21
Overall – Specialised Methods	0,82	15

Furthermore, the students' have not been grouped, as the questions were not grouped according to the CBAM. As Table 5 shows, the overall students' questionnaires are reliable with value of .84 and .92.

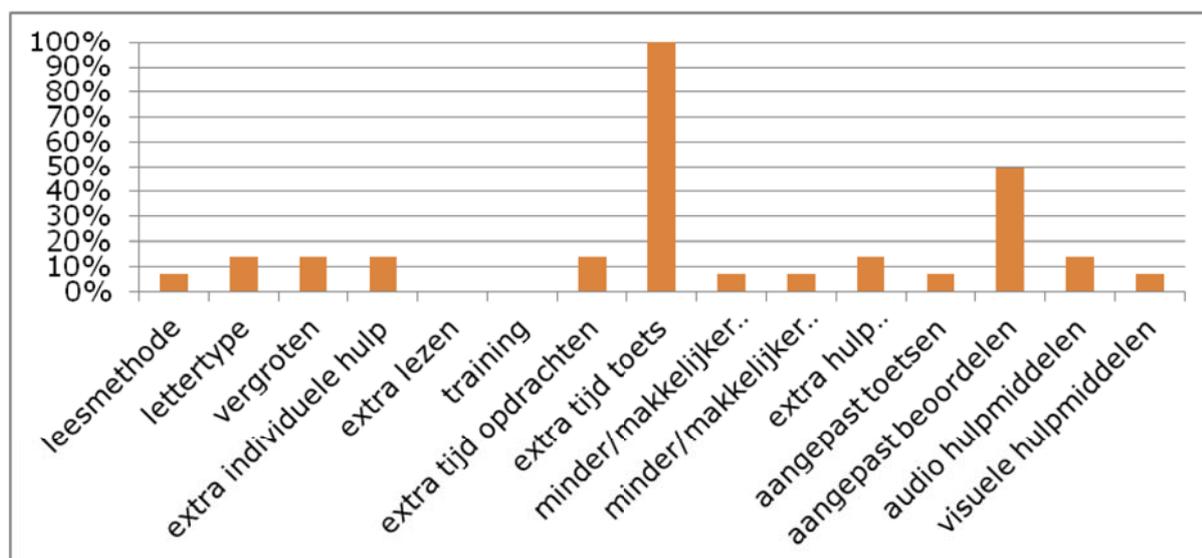
Table 5: *Cronbach's alpha analyses on the students' results*

	α	<i>n items</i>
Overall – Closed Questions	0,84	9
Overall – Specialised Methods	0,92	15

Graph 1 shows how pupils assess the dyslexia policy as implemented by their teachers, expressed in percentages of agreement. The graph shows that 'time' scores the highest, whereas 'attention' (both wanted and given) and 'arbitrariness' score very low. Graph 2 shows the opinions of the pupils about the usage of extra tools. In this graph it is also remarkable how high the score is when it comes to 'time'. It also shows that 'extra time with tests' and 'adapted assessment' are essentially the only tools that are put to practice, the other alternatives are hardly ever (or never) put to use.



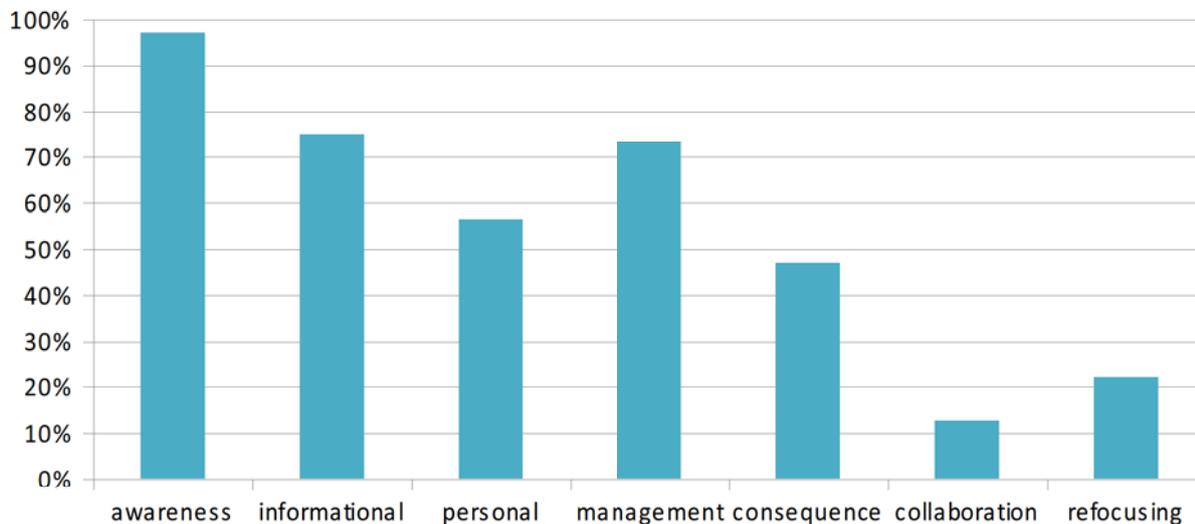
Graph 1: Pupils' feedback on their teachers. [Translation: theoretical knowledge; general; time; materials; assessment; more attention; informed; attention; arbitrariness]



Graph 2: Pupils' feedback on the methods used. [Translation: reading method; font; enlargement; additional individual help; additional reading; training; additional time for assignments; additional time during exams; less or easier reading; less or easier writing; additional help for homework assignments; audial aid; visual aid]

Graph 3 shows the different categories of the CBAM-adapted questionnaire: awareness (*Are they aware of the protocol?*), informational (*Would teachers like to know more about the protocol?*), personal (*How does the protocol affect them and their lessons?*), management (*Do they spend their time preparing for the inclusion of dyslexic students?*), consequences (*How does it affect students?*), collaboration (*Do teachers share their experiences?*), refocusing (*Do teachers have ideas on improving the implementation of the*

protocol or the protocol itself?). Graph 3 shows that the awareness among teachers when it comes to dyslexia is very high. However, the level of involvement decreases in the procession of the CBAM representation, particularly when it comes to collaboration and refocusing.



Graph 3: *CBAM representation of the teachers' concerns*

4. Discussion

In the following section, the results of the teachers' and students' questionnaires will be discussed separately.

4.1 Teachers

One of the first observations that can be made about the results is that in some cases teachers have answered questions very differently, regularly within the same school. Although complete agreement is not an expected result of questionnaires, the results are indicative of a less than unified dyslexia protocol. The precise problems will be analysed with the aid of the Concerns-Based Adoption Model (CBAM), modified to suit the requirements of this research (Loucks-Horsley, 1996). The Cronbach's alpha analysis has shown that the overall teachers' questionnaires were reliable with scores of .82 and .82.

The first stage in the CBAM is awareness. The results indicate that the teachers feel that they are aware of the dyslexia protocol, with 97% on either on a satisfactory level or entirely aware. School #1 has indicated that it provides every new teacher with a brief course on the dyslexia protocol, although it relies on individual teachers to convey this knowledge to interns. Furthermore, the school makes its protocol available for reference, but does not

actively pursue that teachers remain aware of the latest changes unless a complaint is filed by a student.

The second stage is the informational stage. This stage indicates whether the teachers feel that they would like to know more about the dyslexia protocol. Although the teachers indicate they generally feel sufficiently informed concerning dyslexia, with a score of 75%, the results do indicate that a few teachers lack some knowledge or even all knowledge of how to deal with dyslexic students in the classroom. Furthermore, although they feel sufficiently informed on how to deal with them in assessments, a few indicate a lacking knowledge of incorporating the protocol in their mainstream teaching. This could be troubling, as it may indicate less than ideal feedback regarding such problems between teachers and their superiors.

Furthermore, similar results can be found in the third stage: the personal stage. This stage indicates whether the teachers know how the dyslexia protocol affects their teaching and methods of assessment. Similar to the second stage, again a few (more) teachers indicate that they have little to no idea how the dyslexia protocol affects them or their teaching. The results show a 56% positive attitude towards the personal stage. This is a stark contrast with earlier stages, as the same teachers then indicated to be fully aware of the protocol.

The fourth stage indicates the level of management of dyslexia. In other words, the actual implementation of the dyslexia protocol in the classroom is covered in this stage. While mainstream teaching in the classroom is an area of concern as indicated in earlier stages, very few teachers indicate having a problem implementing the dyslexia protocol, resulting in a positive attitude of 73%. The implementation of the dyslexia protocol in assessments is not troublesome at all. Moreover, an interesting trend arises in the answers regarding implementation. Although some selected teachers, 33%, have indicated to implement the dyslexia protocol at all times, others have indicated to do this often or even to a lesser extent, regularly. The division between these three answers on a five-point scale show that not all teachers are as consistent in their implementation. While they may use specialised methods on a regular basis, the question remains whether this should not *always* be the case. The teacher's decision to fill in regularly or often instead of always could indicate that some opportunities (e.g. lessons or parts of a lesson) during which the teacher could have used a specialised method, they either chose not to do this or were not capable of doing this. Although their reasons for allowing those opportunities to pass may be perfectly sound, it is less than ideal in terms of consistency.

In addition, the fifth stage relates to the consequences of the implementation of the dyslexia protocol. The questions related to this stage of concern focused on the alterations made to the dyslexia protocol by teachers based on student feedback and/or results. Because dyslexia is such an often researched phenomenon, the risk exists that teachers may regard the expert recommendations by the government and/or remedial teachers as an absolute. Consequently, teachers refrain from adjusting the dyslexia protocol to suit the needs of their learners. Although the reasoning is unclear, this passivity is also reflected in the results. With a result of 47%, many teachers indicate to do very little or nothing at all with (implicit or explicit) student feedback or student results. However, another interpretation of these results is possible: teachers may not receive nor seek student feedback at all. Consequently, they do not change their methods.

Moreover, the results for the sixth stage, collaboration, show that teachers rarely share experiences or results on effectiveness with other teachers, remedial teachers or their superiors. With 13%, it can be claimed that very little collaboration occurs. This may indicate that the dyslexia protocol is such a thorough and effective guide that very little collaboration is required to achieve inclusion of dyslexic students in the classroom. However, it may also indicate that each teacher applies the protocol in an individual manner. The results for the methods used in the classroom and during assessment substantiate this claim, showing variety in the use of methods even within the same schools. The specialised methods for dealing with dyslexia used most often are extra time during an exam and a modified manner of assessment (e.g. ignoring spelling). However, the teachers also mention among other things a special font, an enlargement of the text, extra time for in-class assignments, audio aids and visual aids. The low ratings for these methods indicate that they are not consistently applied by most or even all teachers. If teachers collaborated more often, they could coordinate their efforts and surely increase the effectiveness of the methods used (e.g. in terms of better results from the dyslexic students).

Finally, the seventh and final stage, refocusing, shows whether teachers are concerned with the implementation of new ideas. The three elements knowledge (e.g. having ideas), willingness (e.g. wanting to implement these ideas) and ability (e.g. being able to implement these ideas) have been grouped in this stage. The results of 22% of a positive attitude show that these teachers have a few ideas on changing the dyslexia protocol, but do not always feel *able* to implement these ideas in their lessons. Causes cited by teachers in the open-ended questions are limitations in time, no collaboration between teachers, and poor communication between teachers and their superiors. In the latter case, an often heard problem is that teachers

are provided with a protocol that *should* have all of the answers and are asked or told to simply follow the protocol. While school policy may not be the unquestioned and stringent enforcement of the protocol, a significant part of the teachers interviewed do *experience* it as such in varying degrees. They do not feel free (enough) to speak up, even though this may not be the impression the school wants to create. However, the natural assertiveness of the teachers as well as the previously discussed expert-effect should be considered as well. Combined with the teachers' average satisfaction with the current dyslexia protocols at their schools, these results show that the teachers may be willing but are unable to change the dyslexia protocol to suit their own needs.

In sum, with the addition of the answers to the open-ended questions, the areas that most teachers are concerned with are how this protocol affects them and their lessons (personal stage), working together with colleagues and the school support system (collaboration stage) and how to implement new ideas in the current dyslexia protocol (refocusing stage). Specifically, in the open-ended questions, the teachers indicated a lack of time combined with a passive attitude from the school in implementation as well as individual differences between dyslexic students as a problem-creating situation. Without the necessary active support system from school, the teachers have too little time to work on dyslexic students' individual demands, resulting in a routine implementation of the dyslexic protocol. No collaboration takes place and no refocusing takes place. One question asked teachers whether they had the desire to quit implementing the protocol or had quit already. More than a few teachers have indicated having the desire to stop implementing it at least sometimes, with a few thinking about this regularly and one teacher even doing this often.

4.2 Students

As with the teachers, the first observation that can be made is that the students answer questions differently even though they attend the same school. It has to be noted that the students do not necessarily have the same teacher. As mentioned before, the reliability of the students' questionnaires is .84 and .92 according to Cronbach's alpha analysis. The students' questionnaires will be analysed in three separate parts, namely opinions concerning use of the dyslexia protocol, use of specific methods and materials, and students' suggestions.

The first part concerns the students' opinions of their teachers' use of the dyslexia protocol. When looking at the theoretical knowledge of the teachers, the current authors observe that only 47% of the students agree that their teacher has enough knowledge to deal with their dyslexia. With 40% positive agreement, the results indicate that the opinions of the

students are notably divided on whether the teacher actually takes the student's dyslexia into account. When they do take it into account, it is usually through extra time, additional explanations of grammar theory and lenience with spelling mistakes. During the test itself additional time is usually offered as well as an enlarged font in one case. Moreover, 73% of the students feel that the teacher gives them enough time which suggests that this is a commonly used item of the dyslexia protocols. According to the students, the teachers usually take good care when selecting materials to use during lessons, although only 33% has a completely positive attitude. In addition, 53% of the students feel that their teacher often bears in mind their dyslexia during the correcting of their tests. Moreover, there is a 93% agreement that indicates that the students want some more attention for their dyslexia every once in a while. The students mostly feel that the teachers who should know about their dyslexia do actually know about it. However, with a score of over 87%, the students feel that their teacher does not pay enough attention to their dyslexia. Several of the students agree that their teacher continuously has the same approach to the dyslexia protocol but does vary in its use. As the low score of 14% for arbitrariness shows, this suggests that for whatever reason, the teacher may not be that consistent.

The second part concerns the use of specific methods and materials by teachers. There is only one item that the students indicate their teacher uses 100%. This concerns the use of extra time during tests. The students agree that the text is sometimes enlarged, but a special font is rarely used to their knowledge. According to the students, their teacher rarely or never provides extra lessons for reading or spelling outside of the classroom. The students also indicate that training for learning how to use additional resources is never offered, nor have written tests been adapted to oral tests. Most of the students, between 86% and 93%, do not get to use a special reading method or audio resources such as listening books. The same goes for fewer or less difficult reading and writing assignments. There are some methods and materials that are used more often. Moreover, 50% of the students indicate that the correction model is usually adjusted for them though mainly for spelling mistakes. Although only 14% is in positive agreement, around half of the students sometimes get extra individual help during the lesson as well as extra time for assignments during the lesson. A mere 7% of the students indicate that visual resources are provided for them. Some students also get extra help from classmates when working on projects, but most of them rarely do.

The third and final part concerns the suggestions of the students in open-ended questions. Many of the students indicate that they would not change the way their teacher deals with their dyslexia either during the lessons or during a test. There are some who have a

few suggestions for their teachers. These suggestions range from ignoring more spelling mistakes to simply giving a bit more attention and time during the lesson. Another suggestion is to use repetition more as well as to explain the grammar more and also to speak more English during the lesson (or another modern language, if the current article is applied as such). The students were asked to provide their teachers with some additional insight into what it is like to have to deal with dyslexia. There were a few who said that they thought their teacher knew enough, but several others had something to add. It seems that spelling is one of the main issues raised in the open-ended questions. Some responses indicate that spelling mistakes are unintentional. Several students indicate that they study and practise very hard for a test and still manage to make spelling mistakes despite knowing the actual word. One student suggests that this is not something that can be learnt, but rather something that is part of the way their brain functions. Another issue the students mention is time. The students indicate that they would prefer to have more time during a test and that learning word lists also takes more time for them. The students also suggest to make more use of repetition and to do away with written tests. The realistic application of these suggestions is arguable.

5. Conclusion

On the whole, the authors of the current research paper can draw three main conclusions from the data: consistency, collaboration and time. First of all, both the teachers and students are not as consistent in applying specialised methods for dealing with dyslexia. Although an individual teacher may be consistent in his or her use of a protocol, it is usually an individual interpretation and application of the dyslexia protocol. The teachers at a single school are not as consistent in their application of the methods. Only 50% of the teachers have used a different way of scoring any written exams, according to the dyslexic students. A possible reason for this can be found in the results from the teachers' questionnaires: a lack of cooperation.

This is the second conclusion that may be drawn from the data. The teachers' individual interpretation may not be the result of individual determination, but rather a lack of cooperation. A main element of this lack of collaboration can be traced back to a less active school support system. The teachers' superiors and the school board have often implemented a one-way top-down approach, providing teachers with a dyslexia protocol without actively checking its implementation nor actively promoting cooperation or innovation. Consequently, teachers often take notice of the dyslexia protocol, take elements from it that they deem applicable and go on their own way. Any updates or changes to the dyslexia protocol requires

active participation on the teachers' behalf: they are required to check the dyslexia protocol time and time again. It is not unthinkable that this practice can be thought of as fruitless and undesirable, especially if the dyslexia protocol is not updated that often. For teachers to implement the dyslexia protocol more consistently, collaboration must exist. In this manner, teachers will be able to evaluate and update their methods, sharing experiences and knowledge with each other and their superiors. This also lightens the individual workload and provides students with a clear picture of the privileges (not rights) they have at a specific school.

However, one element key to the application of consistency and cooperation is time. Teachers do not have the time to work together on the dyslexia protocol, although less and less time is probably required if collaboration occurs regularly. Nevertheless, time is also important for another reason. Many teachers and many students have indicated that they would like to have more one-on-one time to discuss the individual student's progress. By taking the time to collaborate with students, with each other and with their superiors, teachers could implement a consistent dyslexia protocol and potentially even improve upon it with their own ideas. These three elements – consistency, time, and collaboration – should ultimately promote the inclusion of students with dyslexia in mainstream teaching.

It should be noted that the scope of the current article is limited. The current authors therefore suggest that future research on this topic consider a wider subject pool (perhaps nationwide) for more reliable results. Another element that should be considered is a more in-depth investigation regarding the desires and wishes of both teachers and students. For instance, the teacher category of refocusing could be divided into smaller subgroups of *willingness* and *ability*. The current article was (intentionally) too limited in that respect.

5.1 Recommendations

Although the data of the current article only applies to English teachers and classes, it is not unthinkable that similar results could be found for other language departments as well. The current authors therefore suggest that schools and teachers willing to improve their application of the dyslexia protocol implement the following recommendations. First of all, teachers should actively work together in order to share their experiences *and* develop a consistent implementation of the protocol. They can use this cooperation to further develop the dyslexia protocols, finding and sharing new ideas on dealing with dyslexic students. The inclusion of dyslexic students in mainstream teaching depends on consistency. For a student to feel included, he or she must not only feel included in every single lesson of a single

teacher, but also feel included in every lesson of years to come. Just like an English department strives to be consistent in upward curve in their four-, five- or six-year English curriculums, English teachers should also be consistent in their inclusion of dyslexic students. Collaboration on different levels (students, teachers and school) concerning the inclusion of dyslexic students is key to that. The lack of results for some of the mentioned specialised methods indicates that plenty of methods remain undiscovered. Furthermore, the school should actively pursue the implementation of the dyslexia protocol, asking teachers and students for positive and negative feedback. Moreover, the school and the teachers should find the time to further this cooperation and to actively work with the students on their progress. Finally, by setting up their own practical research projects such as the current paper, the schools could easily find out about such problem areas as well as examples of good practice.

5.2 Reflection

The current authors have certainly seen the value of the current article, actively pursuing the implementation of these recommendations in the current (and future) schools, as well as the value of setting up practical research projects. During the research project the authors have discovered that it is essential to have a substantial amount of time available for the project and to be prepared to deviate from the planned time schedule. Due to unforeseen circumstances, the intended third school had to be replaced, which caused a delay in finding participants and therefore also a delay in gathering and processing the results.

One item that concerned the authors was the use of anonymous questionnaires. By making the questionnaire anonymous, the authors gave the participants the freedom to answer all the questions without feeling obliged to answer one way or another. However, there is a downside to this. Due to the chosen method of gathering such data anonymously, it was not possible to see who had responded and who had not. This meant that it was very difficult to send a reminder to those who still needed to fill in the questionnaire without unintentionally reminding the others as well.

Despite the few hiccups, the authors are very satisfied with the overall process and development of the paper. The authors believe that the use of CBAM improved the quality of the paper. The Cronbach's alpha analysis has confirmed that the questionnaires are reliable to a large degree. For future research, it would be prudent to try to phrase and group the questions even more specifically with multiple levels. Because of the intentionally limited scope and time period the current article, the authors feel they were unable to dive as deeply into the results, sometimes collapsing multiple levels. The authors feel that overall results and

feedback from the participants will aid schools and teachers to further include dyslexic students in their lessons.

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Hsin-Chi Berenst, Anouk Jones en Maikel Sanderson zijn docent-in-opleiding, respectievelijk voor het schoolvak Engels aan het Centrum voor Onderwijs en Leren van de Universiteit Utrecht. In het kader van hun opleiding tot eerste-graadsdocent verrichtten zij een onderzoek naar de meningen van docenten en leerlingen over de toepassing van het dyslexie-protocol in het regulier onderwijs. De resultaten van dit Praktijkgericht Onderzoek en de aanbevelingen die zij naar aanleiding hiervan doen, vormen de basis van bovenstaand artikel.

7. Attachments

The teachers' questionnaire and students' questionnaire have been attached in the following pages.

Docentenvragenlijst – Dyslexie

Wij willen je graag vragen om de volgende vragenlijst in te vullen. Je kiest één van de vijf opties, er is per keer maar één antwoord mogelijk. Er is geen goed of fout antwoord. De gegevens worden anoniem verzameld. Er is geen tijdslimiet.

1. Bent u een remedial teacher?

- Ja
 Nee

2. Wat is de school waarop u lesgeeft?

-

*3. Ik ben me bewust van het dyslexiebeleid op mijn school.

niet	een beetje	gemiddeld	voldoende	volledig
<input type="radio"/>				

*4. Het dyslexiebeleid op mijn school laat ik volledig links liggen.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

*5. Ik beschik over voldoende kennis om om te gaan met dyslexie.

helemaal niet	een beetje	gemiddeld	voldoende	volledig
<input type="radio"/>				

*6. Ik ben voldoende ingelicht over hoe ik met dyslectische leerlingen moet omgaan tijdens de les.

helemaal niet	een beetje	gemiddeld	voldoende	volledig
<input type="radio"/>				

*7. Ik ben voldoende ingelicht over hoe ik met dyslectische leerlingen moet omgaan bij toetsmomenten.

helemaal niet	een beetje	gemiddeld	voldoende	volledig
<input type="radio"/>				

*8. Ik weet hoe het toepassen van het dyslexiebeleid mijn manier van lesgeven en toetsen beïnvloedt.

helemaal niet	een beetje	gemiddeld	voldoende	volledig
<input type="radio"/>				

*9. Ik ben in staat om dyslexiebeleid (in welke vorm dan ook) toe te passen in de les.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

Dyslexiebeleid bij Engels - docentenlijst

*** 10. Ik ben in staat om dyslexiebeleid (in welke vorm dan ook) toe te passen bij toetsmomenten.**

nooit soms regelmatig vaak altijd

*** 11. Ik pas het dyslexiebeleid (in welke vorm dan ook) toe in de les.**

nooit soms regelmatig vaak altijd

*** 12. Ik pas het dyslexiebeleid (in welke vorm dan ook) toe bij toetsmomenten.**

nooit soms regelmatig vaak altijd

*** 13. Ik pas het dyslexiebeleid toe zoals het hoort en vanuit de school is vastgelegd.**

nooit soms regelmatig vaak altijd

*** 14. Ik pas mijn methodes om met dyslexie om te gaan aan aan de (expliciete of impliciete) reacties van de leerlingen.**

nooit soms regelmatig vaak altijd

*** 15. Ik ben actief op zoek naar alternatieven voor en/of aanpassingen aan het dyslexiebeleid om dyslectische leerlingen te helpen.**

nooit soms regelmatig vaak altijd

*** 16. Ik merk dat het dyslexiebeleid in de praktijk geen zin heeft, dus ik wil er mee stoppen/ben er mee gestopt.**

nooit soms regelmatig vaak altijd

*** 17. Ik vind de regels die wij hanteren bij ons op school voor dyslectische leerlingen haalbaar en behulpzaam in de praktijk**

nooit soms regelmatig vaak altijd

*** 18. Ik vraag aan andere docenten hoe zij met dyslexie omgaan.**

nooit soms regelmatig vaak altijd

*** 19. Ik deel mijn bevindingen over het dyslexiebeleid in de praktijk met mijn collega's (niet remedial teacher of directie).**

nooit soms regelmatig vaak altijd

Dyslexiebeleid bij Engels - docentenlijst

*** 20. Ik deel mijn bevindingen over het dyslexiebeleid in de praktijk met de remedial teachers en/of directie.**

nooit

soms

regelmatig

vaak

altijd

*** 21. Door een gebrek aan informatie vanuit de school, nam ik zelf het initiatief om mijn kennis over dyslexie of dyslectische kinderen aan te vullen.**

nooit

soms

regelmatig

vaak

altijd

*** 22. Het zou mij helpen als er vanuit een school een plenaire ochtend/ middag georganiseerd zou worden, waarin uitleg wordt gegeven over het dyslexiebeleid van de school en hoe wij daar als (taal)docent mee om moeten gaan in de praktijk (eenmalig of regelmatig).**

helemaal niet

een beetje

gemiddeld

voldoende

volledig

*** 23. Ik heb een paar ideeën om het dyslexiebeleid te veranderen.**

nooit

soms

regelmatig

vaak

altijd

*** 24. Ik kan mijn eigen ideeën/alternatieven voor het dyslexiebeleid toepassen in de les.**

nooit

soms

regelmatig

vaak

altijd

*** 25. Het huidige dyslexiebeleid op mijn school werkt goed en ik wil daar niets aan veranderen.**

helemaal niet

een beetje

gemiddeld

voldoende

helemaal wel

Docentenvragenlijst – Alternatieven

Hieronder zie je een lijst met alternatieven om om te gaan met dyslexie. Geef hieronder per alternatief aan of jij weet dat deze bestaat en of je die actief gebruikt in de les en/of bij toetsmomenten.

Als je het genoemde alternatief niet kent, kies dan voor de optie n.v.t.

* 26. Speciale leesmethode

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 27. Speciaal lettertype

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 28. Vergroten van de tekst

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 29. Extra individuele hulp in de klas

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 30. Extra les in lezen / spellen buiten de klas

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 31. Training in het leren omgaan met hulpmiddelen

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

32. Extra tijd bij opdrachten in de les

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 33. Extra tijd bij toetsen

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 34. Minder of minder moeilijke leestaken

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

* 35. Minder of minder moeilijke schrijftaken

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

*** 36. Extra hulp in de klas bij het maken van werkstukken (door klasgenoten)**

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

*** 37. Aangepaste manier van toetsen (speciaal mondeling overhoren)**

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

*** 38. Aangepaste manier van beoordelen (spelfouten negeren)**

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

*** 39. Gebruik van audio hulpmiddelen (bijv. daisyspeler, luisterboeken)**

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

*** 40. Gebruik van visuele hulpmiddelen (bijv. afbeeldingen, woordenboeken, aantekeningen langer op het bord laten staan)**

nooit	soms	regelmatig	vaak	altijd	N.v.t.
<input type="radio"/>					

41. Anders, nl:

Docentenvragenlijst

Zou je tenslotte deze vragen kunnen beantwoorden?

*** 42. Houd je actief rekening met dyslexie? Waarom wel/niet?**

*** 43. Op welke manier normeer je toetsen van leerlingen met dyslexie? Wanneer hou je wel of geen rekening met hun dyslexie?**

*** 44. Waar loop jij het meeste tegenaan in de praktijk wanneer het leerlingen met dyslexie betreft?**

*** 45. Wat mis jij het meest met betrekking tot het dyslexiebeleid?**

*** 46. Zijn er nog overige zaken of vragen die je het schoolbestuur mee zou willen geven wat betreft dyslexie?**

Leerlingenvragenlijst – Dyslexie

Wij willen je graag vragen om de volgende vragenlijst in te vullen. Je kiest één van de vijf opties, je kunt dus maar één antwoord aanvinken. Er is geen goed of fout antwoord. Niemand komt erachter dat dit jouw antwoorden zijn en de docent wordt niets verteld over jouw antwoorden. Er is geen tijdslimiet.

1. Wat is je school?

-
-
-

* 2. Mijn docent Engels beschikt over de theoretische kennis over hoe hij / zij met mijn dyslexie moet omgaan.

helemaal niet	een beetje	gemiddeld	veel	heel erg
<input type="radio"/>				

* 3. Mijn docent Engels houdt in de lessen over het algemeen rekening met mijn dyslexie wanneer hij / zij dat zou moeten doen.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 4. Mijn docent Engels houdt in de lessen qua tijd rekening met mijn dyslexie wanneer hij / zij dat zou moeten doen.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 5. Mijn docent Engels houdt in de lessen qua materiaal rekening met mijn dyslexie wanneer hij / zij dat zou moeten doen.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 6. Mijn docent Engels houdt rekening met mijn dyslexie in de beoordeling van mijn toetsen (so's, repetities, mondelinge overhoringen, luistertoetsen).

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 7. Ik wil soms dat mijn docent Engels meer aandacht heeft voor mijn dyslexie.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 8. Al mijn docenten die ook horen te weten over mijn dyslexie zijn ingelicht over mijn dyslexie.

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

Dyslexiebeleid bij Engels - leerlingenlijst

***9. Ik merk weinig dat mijn docent Engels aandacht schenkt aan mijn dyslexie.**

nooit

soms

regelmatig

vaak

altijd

***10. Mijn docent Engels is erg willekeurig in rekening houden met mijn dyslexie (de ene keer wel en de andere keer niet, zonder echt een reden te geven).**

nooit

soms

regelmatig

vaak

altijd

Leerlingenlijst – Dyslexie-alternatieven

Hieronder zie je een lijst met alternatieven om leerlingen met dyslexie te helpen. Geef aan voor elk van deze alternatieven of jouw docent dit gebruikt in de les, en/ of jouw docent dit gebruikt bij de toets.

* 11. Speciale leesmethode

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 12. Speciaal lettertype

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 13. Vergroten van de tekst

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 14. Extra individuele hulp in de klas

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 15. Extra les in lezen / spellen buiten de klas

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 16. Training in het leren omgaan met hulpmiddelen

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 17. Extra tijd bij opdrachten in de les

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 18. Extra tijd bij toetsen

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 19. Minder of minder moeilijke leestaken

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 20. Minder of minder moeilijke schrijftaken

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 21. Extra hulp in de klas bij het maken van werkstukken (door klasgenoten)

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

Dyslexiebeleid bij Engels - leerlingenlijst

* 22. Aangepaste manier van toetsen (speciaal mondeling overhoren)

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 23. Aangepaste manier van beoordelen (spelfouten negeren)

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 24. Gebruik van audio hulpmiddelen (bijv. daisyspeler, luisterboeken)

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

* 25. Gebruik van visuele hulpmiddelen (bijv. afbeeldingen, woordenboeken, aantekeningen langer op het bord laten staan)

nooit	soms	regelmatig	vaak	altijd
<input type="radio"/>				

26. Anders, nl:

Open vragen - leerlingenlijst

Zou je tenslotte deze vragen kunnen beantwoorden?

*** 27. Op wat voor manieren houdt de docent Engels rekening met jouw dyslexie in de les?**

*** 28. Op wat voor manieren houdt de docent Engels rekening met jouw dyslexie bij elk toetsmoment? (noem alle manieren die je zelf hebt meegemaakt de afgelopen jaren)**

*** 29. Wat zou je willen veranderen aan de manier waarop jouw docent Engels omgaat met jouw dyslexie in de les of tijdens de toets?**

*** 30. Wat zou jij nog aan de docenten Engels (of alle taaldocenten) bij jou op school willen meegeven over dyslexie? (iets waarvan jij denkt dat ze dat misschien nog niet helemaal weten of wat heel handig zou zijn voor hen om te weten).**