

# The system of remediation and accommodation of dyslexia in the Czech Republic

Lenka Krejčová  
(DYS-centrum<sup>®</sup> Praha o.s.)



Education and Culture DG

Lifelong Learning Programme



# Definition of dyslexia

„Dyslexia is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.“ (IDA, 2002)



Education and Culture DG

Lifelong Learning Programme



# Dyslexia vs. SLD

- dyslexia
- dysgraphia
- dysorthographia
- dyscalculia
- DCD



Education and Culture DG

Lifelong Learning Programme



# Non-formal definition

People with dyslexia are people who learn in a different way.



Education and Culture DG

Lifelong Learning Programme



# Incidence

- ✓ school year 2013 – 2014
  - ☛ elementary schools – 4.25% (47.8% of all students with IEP)
  - ☛ secondary schools – 2.05% (43.5% of all students with IEP)



Education and Culture DG

Lifelong Learning Programme



# Assessment

- × requested by parents
- × conducted by state counselling centres
  - ↳ psychologists, special educators
- × paid by the state
- × frequency – once in 1-2 years
- × outcome – assessment report
  - ↳ diagnosis, indication of IEP, recommendations for teachers and / or parents
- × (sometimes done by NGO's and/or private counsellors)



Education and Culture DG

Lifelong Learning Programme



# Assessment tools

- ↳ test for children at risk
- ↳ assessment battery for children (phonological processing tests, visual perception test, spatial orientation test, writing test, speech test) + reading tests
- ↳ additional materials on literacy skills (age 8-11)
- ↳ assessment battery for adolescents (and adults)
- ↳ assessment battery for university students (being standardized)



Education and Culture DG

Lifelong Learning Programme



# Assessment tools II.

- cognitive functions tests (WISC / WAIS, K-ABC, WJ IE II, IST)
- new instrument – IDS
- alternative approach – use of dynamic assessment tools (LPAD, ACFS etc.) and principles



Education and Culture DG

Lifelong Learning Programme





# Legislation

- ☞ School law
- ☞ regulations of Ministry of education
  - ☞ expected changes – in accordance with response to intervention principles (hopefully!)
- ☞ university regulations
- ☞ no documents concerning adults!!!



Education and Culture DG

Lifelong Learning Programme



# Intervention

- at school (done by teachers and SENCO's):
  - accommodations
  - IEP
  - remediation
- at specialist centres (done by special educators and psychologists):
  - counselling
  - remediation / special trainings
  - therapy
- at home (done by parents, grandparents, tutors)



Education and Culture DG

Lifelong Learning Programme



# IEP structure

- outcomes of the assessment
- subjects involved
- teaching strategies and / or accommodations in a classroom
- compensatory aids
- examination and evaluation strategies
- „duties“ of teachers, parents, students
- extra remediation approaches
- a specialist in charge
- signatures of all participants (i.e. teachers, headmaster, parents, the student, a counsellor)



Education and Culture DG

Lifelong Learning Programme



# (Recommended) Accommodations

- ✓ extra time for work
- ✓ no loud reading in front of a class
- ✓ seating near a teacher
- ✓ charts and tables with grammar rules and other information
- ✓ provision of notes from lessons
- ✓ extra homework
- ✓ oral exams instead of written ones if required
- ✓ extra test materials (fill in exercises instead of dictations etc.)
- ✓ final exams modifications (extra time, extra material, PC, extra room, rarely a scribe)
- ✓ compensatory aids (ruler, alphabet, ICT, schoolwork reviews, special workbooks and textbooks)



Education and Culture DG

Lifelong Learning Programme



# ICT

- computers used for typing notes and essays
- audiobooks
- E-books
- voice recorder
- text-to-speech
- computer layout adaptation
- PC / tablet remediation activities



Education and Culture DG

Lifelong Learning Programme



# Financial matters

- ☹ money play a key role
- ☹ provided by the state, i.e. local school authorities
- ☹ based on local budget
- ☹ on the condition of report outcomes from a state institution
- ☹ the support follows a child into another school – yet, once the money has been provided to the school, the other school does not get the allowance until a following year
- ☹ private services paid by parents



Education and Culture DG

Lifelong Learning Programme



# Parental involvement

- × the more, the better
- × in charge of the assessment requirements
- × receivers of an assessment report
- × participants of IEP development (sometimes)
- × support / remediation providers to their child if possible



Education and Culture DG

Lifelong Learning Programme



# Retention and extra year rules

- › When a student fails any school subject.
- › After a failure a student has to resit the exams (maximum 2) – if (s)he fails again, (s)he has to repeat the year.
- › It may only happen once at elementary level and once at junior high school level. At senior high school level a headmaster decides whether the student is allowed to repeat a year or (s)he will be excluded.
- › Retention is recommended by teachers and counsellors – usually based on assessment results – parents have to accept it, otherwise the student stays at his current school.

↳ luckily, this is not a very common trajectory of students with dyslexia



Education and Culture DG

Lifelong Learning Programme





# A story of Filip

- ☺ twice exceptional boy
- ☺ assessed at DYS-centrum in his fourth year of school
  - ↪ dyslexia, ADHD syndrome
- ☺ attended counselling lessons ever since (for 6 years – once in a 1-2 weeks)
  - ↪ included complex therapy programmes, remediation, counselling, learning strategies, counselling to parents
- ☺ his mom chose a job in accordance with her son's needs
- ☺ grandmother helped with school work at home
- ☺ school results – average despite his high potential
- ☺ hobbies – volleyball, military, cooking
- ☺ current situation – an independent and very successful student of a secondary school of hotel services (he's won several competitions, he's appreciated by his teachers)
- ☺ his younger brother started school attendance this year – and the story started again... (the mom already quitted her work to be at home with the boy to help him)



Education and Culture DG

Lifelong Learning Programme

