What kind of support does students with dyslexia receive in primary school in Denmark?

Literacy Technology (LIT = AT for reading and writing) is widely used in Danish schools, but there is limited research on how LIT can be integrated in the schools’ practice, in such a way that students with dyslexia are supported in their academic development and are included in the school context.

The aim of the study is to identify the kinds of support students with dyslexia receive in primary school in Denmark, and to investigate how LIT is integrated in the various kind of support. Furthermore, the goal is to let practitioners point out significant developmental areas within the field.

Method:
Twenty-four semi-structured qualitative interviews and document analysis was conducted in twelve municipalities. The selection criteria was: 1) geographical spread, 2) both rural and city municipalities.

Interviews: In each of the twelve municipalities, one reading consultant and one reading counselor was interviewed.

Document analysis: Guidelines, concerning the support of students with dyslexia in the municipalities were collected and analyzed.

Preliminary results: Identification of the support already found in the municipalities
12/12 has a special education center for students with dyslexia. They vary in regards to seats, length and location.
11/12 of the municipalities has written agendas (actions plans) concerning students with dyslexia
8/11 has explicit procedure for identification of dyslexia at the schools
7/11 has explicit procedures for students with dyslexia
6/11 has explicit procedures at risk children

Preliminary results: significant developmental areas within the field
There is a need for time and resources (22/24 informants)
Further education of the teachers are necessary (knowledge about dyslexia and LIT) (18/24)
Parental involvement must be strengthened (e.g. parent networks at the school) (12/24)
Integrating the use of LIT/AT in the classes (12/24)
Supporting the self-esteem and motivation of dyslexic students (9/24)

Recommendations from research studies in the use of LIT (background):
• A critical analysis of the learning environment around the dyslexic student
• A teacher with special knowledge about LIT and dyslexia at every school
• Scaffolding the students development of systematic rutines in their use of LIT
(Arnbak og Klint Petersen, 2016)

• LIT must be integrated in the teaching to be an efficient tool for the students  (Young & Maccormack, 2014)
• The teachers need qualification in order to implement LIT in their teaching
(Young & Maccormack, 2014)

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