



Grundtvig Project

Study Visit Report

Silifke /TURKEY

9-10 December 2011



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REPORT

9th of December

The study visit was organized in Silifke Public Education Center and Evening Art School Directorate on Friday ,December 9.

Head Manager Musa Köroğlu opened the meeting, welcoming the participants.

Attendees were Head Manager Musa Köroğlu,Assistant Manager Bünyamin Saygılı,Teachers Tahsin Şahin and Abit Arslan and from Bulgaria Jasmina Jonkova.

In Turkey aim was to see dyslexia environment in Turkey so in the morning there was a presentation about the theoretic dimension of dyslexia in Turkey ;

-what is dyslexia for us ?

-do we know dyslexia ?

-legal regulations

-initiatives ,supporters and foundations

-applications and precautions

-modern and traditional methods for dyslexia therapy

(Presentations will be shared in google group).

Head Manager Musa Köroğlu as a teacher who has 30 years education experience shared his experiences about the learning difficulties particularly about dyslexia.



After the presentations and experience sharing meeting it was lunch time.

After lunch time

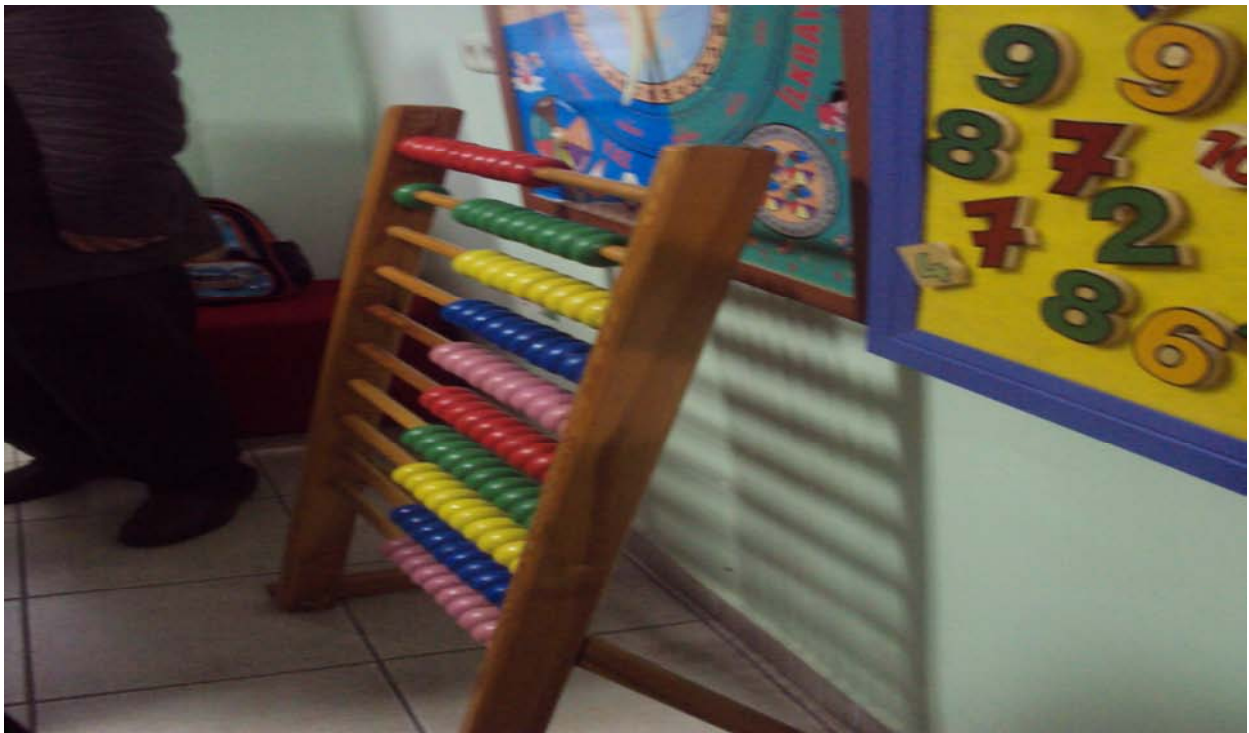
Head Manager Musa K rođlu, Contact Person Serpil Kalkan and Jasmine Jonkova from Bulgaria Dyslexia Organization visited three foundations interested in dyslexia .



First visit was to a school called Atatürk Primary School to see what do schools do for dyslexic children. Atatürk Primary School is a public school. We wanted to show public initiatives and government support for dyslexia also the process of diagnose, roles of teachers and psychological consultants working at school. Atatürk primary school's psychological consultant and manager were ready there to inform us.



After school visit, same group visited a private organization called YÜKSELEN dealing with learning difficulties. Here we talked with experts, psychological consultants, teachers and manager. There we saw the labs, material and children who are educated. In this center, under dyslexia umbrella there are separate experts who deal with different dyslexia kinds for example if a child has difficulty in letters, s/he is supported about the letters, if the problem is about the numbers, maths then support will be about maths. Dyslexia specific therapies and educational plans are applied for children.



As the final stop, we visited the Psychological Consultancy and Research Center.

There we talked with experts, manager and psychological consultant about the government policy, diagnostic tools, plans that is used, therapy kinds used etc...

Then we visited classrooms for defected children.



With the thanks and greetings of the organization, the visit was concluded at 17.30, local hour.

10th of December

In the morning there was a short meeting to evaluate the study visit and certificate distribution. Head Manager Musa Koroğlu expressed that he would be happy to see other partners, too. Jasmina Jonkova expressed that similar applications are available in Bulgaria too, still presentations and the visits were impressive and informing for her. And study visit finalized with good wishes.

Legal Regulations for Dyslexic Children in Turkey

- In Turkey Educational Regulation for handicapped children are regulated with laws.
- The most extensive regulation is called ‘[Private Education Services Regulation](#)’

Aims of Private Education are

- 1-Enabling individuals to actulize social roles
 - improve communicatives competences ,
 - be willing to colloborate,
 - be adaptable and as a result enabling individuals to be productive and happy citizens
- 2-Helping to develop basic life skills which make individuals independent and enough to live by own
- 3-Preparing individuals to upper education level or occupation using appropriate educational programs methods staff and materials preparation period is planned according to individual's needs and skills

Regulations for Dyslexic Children are Determined under same 'Private Education Services Regulation'

- In this regulations dyslexic children are described as
- Individuals who have difficulties in information reception process which is necessary to understand and the use the written and verbal language or individuals who have difficulties in basic language skills ,spelling,focusing or in mathematical operations and so individuals who need private and supportive education services .

Dyslexia Educational Assessment-Diagnose-Process



- Basically Psychological Consultancy and Research Centers are responsible for assessment, diagnose and process.

Educational Assessment and Diagnose

- Educational assessment and diagnose is made by the Private Education Assessment Commissions in Psychological Consultancy and Research Center.
- Assessment process is made by using objective ,standard testes and appropriate tools suitable with individuals.
- This diagnostic testes are applied just with the request of family or school.And must be applied with the permission of family.

In Diagnose Process

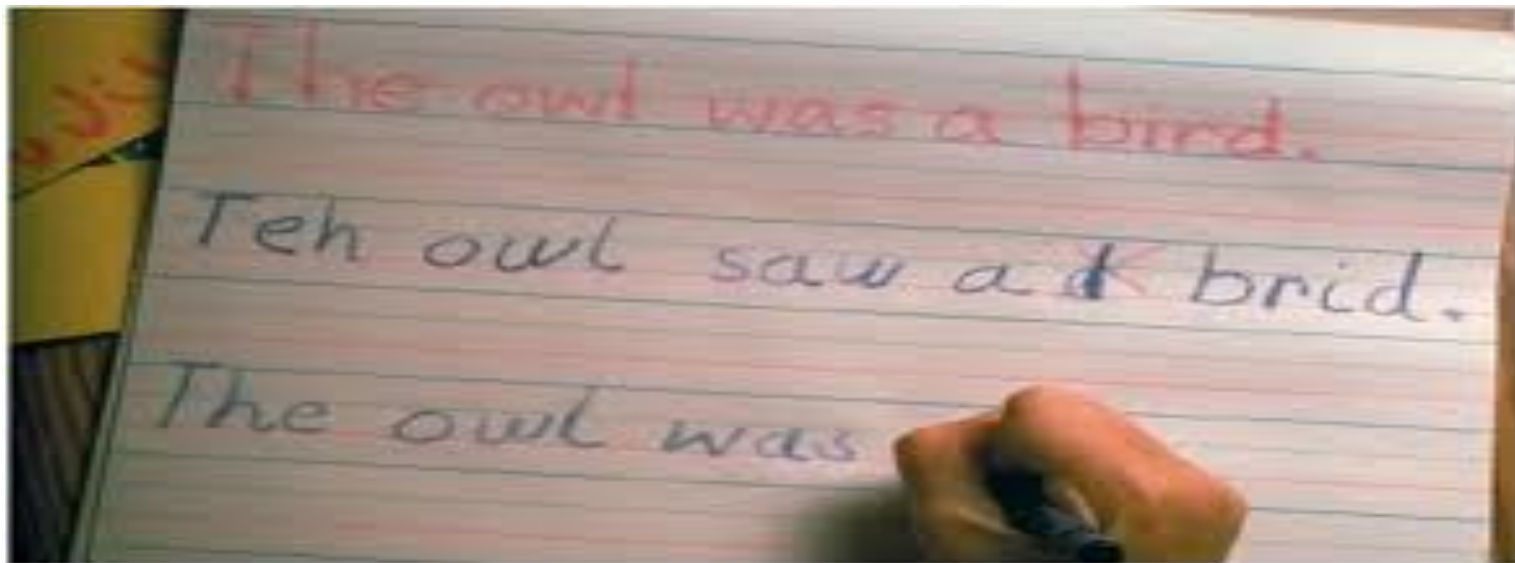
- ' health certificate ' given by experts ,
- physical -psychological –social development level,
- academic adequacy ,
- performance ,
- needs and skills are taken into consideration.

Orientation –Placement-Monitoring



1-Orientation

Orientation is process of making a decision of education environment and which private education services would be applied.



2-Placement

- Placement is made according to orientation report. There are two alternatives ;
- 1st, a Private Education School
- 2nd ,going on same school and same class with a private education plan (here peers are thought to be helpful to overcome or minimize the difficulty)

3-Monitoring

- Monitoring process is a collaboration process between Psychological Consultancy Services – Teachers and Family.
- Monitoring process is a prograssive process and at the end of the each year monitoring reports are analysed and next year's plan is made.

Evaluation of Success

- BEP (Personalized Education Plan) unit determines method ,technics evaluation tools ,evaluation period ,responsible person ,environment of evaluation of success
- If the defected student experiences difficulty in writing a verbal evaluation is applied.
- On the contrary ,if s/he experiences difficulty in verbal expression there will be a written evaluation
- If student experiences difficulty in both verbal and written skills ,evaluation will be done via observation.
- Written exams have to be suitable for level of student.questions have to be short-clear and with short answers.

Rights of Dyslexic Children

- Rights of Dyslexic Children are valid in Europe ,THE USA and some other countries
- In exams, students are given extra time
- Foreign language testings are made verbally
- True spelling of words are allowed to be checked .
- False spelling and bad hand writing are not reasons to lower the Marks
- Students are allowed to prepare homeworks by computers.
- Dyslexic students do not have to read texts loudly in the classroom.
- -In Turkey ,if student wants so,a reader is provided during the central examinations (like ÖSS/SBS/KPSS)

Why Dyslexics Have
Lower Electrical Bills



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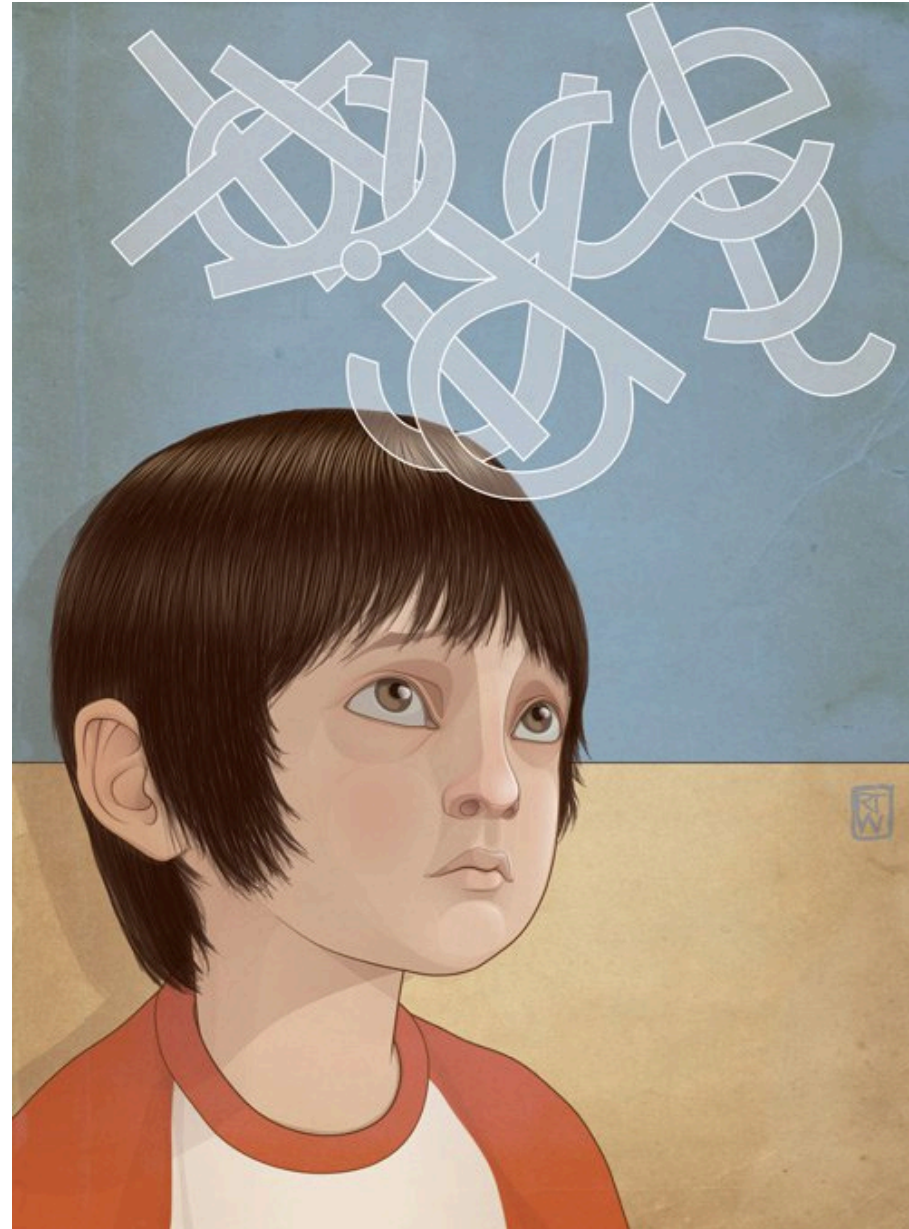
Reynolds

Dyslexia Environment in Turkey

- Do we know Dyslexia ?
- Most of the ordinary people do not know nothing about dyslexia
- Especially psychological consultants are educated about dyslexia but it is not enough since it lasts just for one term. And not very well detailed.
- There is no government initiative about dyslexia education.

*There are several NGOs and private foundations interested in dyslexia .

*Because of these, just a few parents might be aware of danger.



Education of Dyslexia Instructors

- Dyslexia instructors are educated by private organisations with private courses .
- The most famous one is disleksi.org.
- Disleksi.org organises courses to train dyslexia instructors
- Teachers, Parents and Consultants can attend these training courses
- Dyslexia is seen as a subject at university for a short time .

Level of Public Awareness

- **In Turkey ,children start to learn alphabet when they are six; Just after kindergarden.**
- **During these learning process children,parents and teachers are under pressure because teachers and parents want the child learn alphabet,reading and writing as fast as possible.**
- **For a normal child this process is a fun,they learn reading and writing,they foster the self confidence,they enjoy being appreciated and approved .**

Not Dyslexic but Lazy !!!!!

- On the contrary for the dyslexic child, these process might become a nightmare.
- Firstly child tries to follow the pace ,tries to write and read but parents and teachers keep on forcing child to be faster and smarter. When the child can not meet the expectations ,s/he starts to show naughty behaviours to express her/himself. Now It is time to see child as naughty students. After it, teachers decide that **'child is smart but not hardworking'**.

Second Chance

- So second try to teach starts.
- Anymore child is given much more homework, less time to have fun .Because of so much pressure child starts to show hyperactive behaviours. Parents are shocked and disappointed, teacher has already given up.
- Sorry for child ,s/he is a neglected child anymore. Because neither parents nor teachers are aware of dyslexia danger.

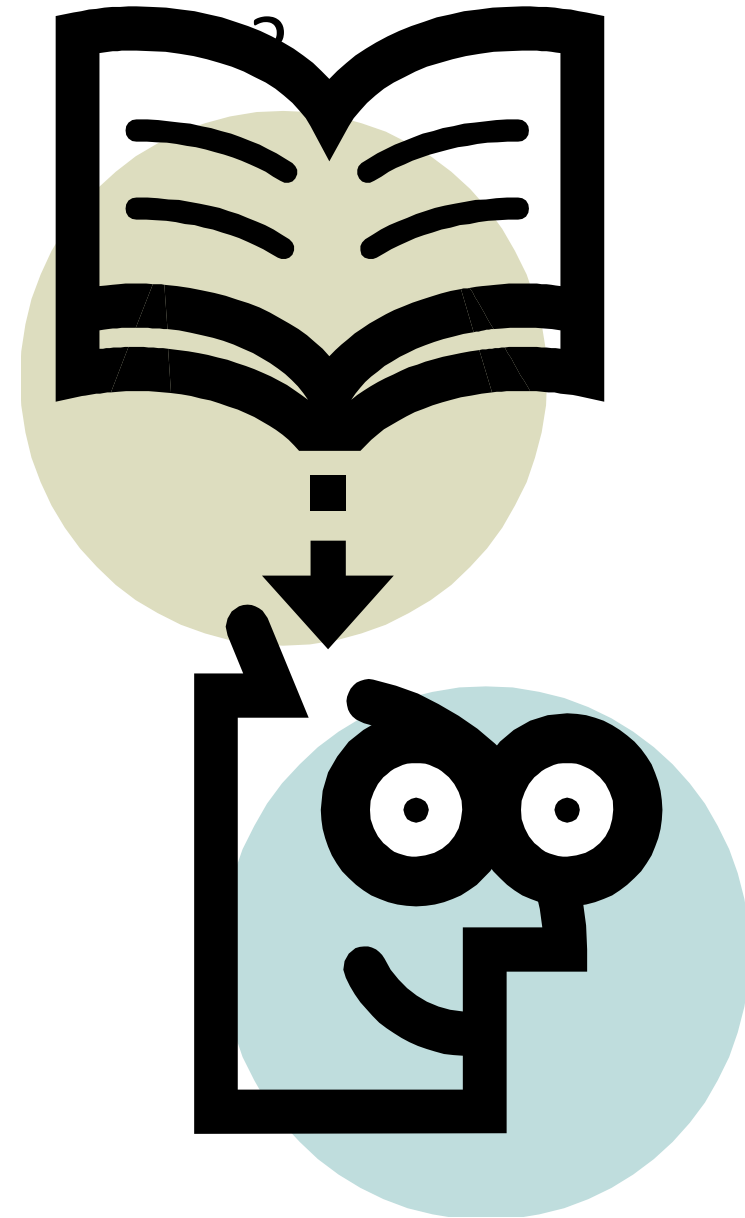
Do people know whether they are dyslexic or not ?

Unfortunately no!!! People do not know they are dyslexic or not.

As mentioned before they are assessed as the lazy and naughty students not dyslexic .

*Dyslexia was accepted by the academic environment 190 years ago in Turkey .

*Recently teachers and parents try to understand what is wrong with learning process and as a result of efforts they coincidentally learn **what is dyslexia**



How to diagnose????

- For the diagnose, parents' interest and teachers' attention is very important .
- If teacher knows nothing about dyslexia, then s/he will think that child is lazy, naughty or some else reasons but not dyslexic.
- Some parents might be ignorant or maybe just illetterate so teachers' attitude become more important for diagnose.

Diagnose

- Psychological Consultancy and Research Centers are legally responsible for diagnose and treatment of difficulty of learning.
- Teachers have a very important role about the diagnose .

Process goes like below;

- 1-Teacher or family realize the problem
- 2 –They inform the School Consultancy Service
- 3–Consultancy service communicates with Psychological Consultancy and Research Centers
- 4- Psychological Consultancy and Research Centers apply some tests to see problem and level of problem .
- Mentioned process is common for diagnose.

For the treatment ,there are two options ,true option is chosen according to level of defect by experts



First option is used for the highly defected children

- Psychological Consultancy and Research Centers direct defected child to private or public rehabilitation centers.
- In rehabilitation centers children are educated with peers who have same defect.
- They have a private learning environment, private teachers and instructors ,psychologists, private learning materials.
- Duration of the private education is changable according to improvement of student

Second option is for slightly defected children

- Psychological Consultancy and Research Centers prepares an **Individualized Education Plan** for child and inform the teachers and parents of child about the plan and want them to follow the plan.
- On the contrary to first option, here child is in the same class with his /her peers who are not dyslexic.
- Teacher applies Individualized Education Plan to adaptade the defected child with others.
- This adaptation education is applied to build self-confidence ,strong tie with friends but they don't follow the same curriculum they follow individualized education plan.

Evaluation

- Evaluation process is directed by Psychological Consultancy and Research Centers. There are monthly evaluations, term evaluations and yearly evaluations and experts are responsible for evaluation period.
- Next year's plan is made according to these evaluations .

Medical or Natural Treatments

In the treatment of dyslexia, the most important factor is to understand the child's situation and to behave according to the situation.

- Parents' education level is important.
- After the diagnose ,appropriate approach is supportive therapy to make child to gain social skills .

There is no medical treatment of
dyslexia !!



Therapies

- Therapy programs are applied for dyslexic individuals
- Therapy programmes should be designed according to behaviourist approach
- Both educational therapy and family support therapy should be applied.

- Researches shows that dyslexia shows differences according to individuals like the other learning difficulties. So treatment methods and therapy approaches differs according to child. Therapy types are psychological, verbal, kinaesthetic, family, individual, group therapies .

SUGGESTED MODERN MEDICAL TREATMENTS

- -A collaboration between an expert teacher and an educational psychologist is very important for dyslexic children .
- -Some trainers assign a computer for education
- -Some teachers give extra time during the exams

Natural treatments

- Natural treatments are not medical, they are basically results of some old experiences, belief and advices
- Dyslexic child can use kurtpençesi (“Lycopodium”) three times a day during three weeks
- In 1998 there was a study that shows inadequency of zinc is seen most of the dyslexic children .So zinc support for dyslexic children is seen as a treatment method.

- Use of Ginkgo Biloba is another herbal treatment method. Ginkgo Biloba regulates blood circulation and accelerates blood flow.
- By using suitable flower essences, you can foster a child's self-confidence.
- Acupuncture, Traditional Chinese Therapies, Reflexology, Food therapies can be applied.
- To foster a child's creativity and self-confidence, art and music therapies can be applied.
- Both for medical and natural treatment, always follow the instructions of experts.