



## Introduction

This survey is being conducted as part of the TIDE new tools for Inclusion of Dyslexic students project, financed by the European Commission in the framework of the Erasmus+ programme-Key Activity 2 strategic partnerships.

By completing this short survey, you will be making a significant contribution to the first research goal of the project, i.e. contribute to the understanding of the inclusion of Dyslexic students into teaching and learning practice of secondary and tertiary Education in different European countries. Dyslexia is defined in this research as a difficulty in decoding and encoding written material and consequently affecting principally reading and writing. Additional weaknesses with numeracy and fine motor coordination may also be present, resulting in problems with mathematics and handwriting.

One of the main source of this research is the questionnaire promoted by the European Dyslexia Association on the “Right of dyslexic children in Europe” although it has been significantly revised by the TIDE consortium.

All information provided by any individual/organization will be confidential and no-one other than those responsible for carrying out the survey will have access to the information provided by individual respondents.

Thanks for your collaboration.

Male

Female

Age .....

1. What kind of difficulty / diagnosis have been ascertained to you?

- Disorder / reading difficulties
- Disorder / writing difficulties
- Disorder / difficulty of calculating
- More than one disorder / difficulty in co-morbidities (e.g. read and write, literacy and numeracy; ...)

2. In which age group was recognized for the first time your disorder / difficulty [diagnosis]?

- Primary School
- Secondary school
- High school

3. Briefly indicate which structure (public / private) and by which professional (psychologist / speech therapist / neuropsychologist/dyslexia therapist) has been drawn up the last certification of your disorder / difficulty.

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4. How did your family react when became aware of your difficulties / disorder? You can also tick more than one box

- sad
- worried
- with embarrassment
- serenely
- relieved
- interested

5. The diagnostic report contains indications for the school?

- Yes, detailed and personalized according to my difficulties
- Yes, inaccurate
- Yes, a few
- No

6. In general, how satisfied are you about the diagnostic procedure?

Very satisfied	rather satisfied	quite satisfied	less than satisfied	not at all satisfied

7. In general, how satisfied were you of how your difficulties and possible solutions have been explained?

Very satisfied	rather satisfied	quite satisfied	less than satisfied	not at all satisfied

8. Have you ever carried out a rehabilitative treatment/therapy for your difficulties?

- Yes
- No

8a. If you answered yes to question 8, please indicate what kind of treatment/therapy, (e.g. speech therapy ...)

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8b. If you answered yes to question 8, please indicate in which period you carried out this treatment/therapy (you can also tick more than one box)

- Primary School
- Secondary school
- High school

9. How do you feel at school?

Like all the others	Helped, supported by professors, and schoolmates	Sometimes helped, sometimes not helped	Almost always hindered and in difficulty	Different from other classmates and in difficulty

10. Compared to others, have you to commit more to achieve the same objectives and results?

Very true of me	True of me	Neutral	Untrue of me	Very untrue of me

11. Concerning your difficulties, do you talk about your problem with your classmates / fellow students?

- With everyone, I have no problem talking about it
- With my most trusted companions
- If I can I try not to talk about it
- Never, I hide my difficulties to all

12. Concerning your difficulties, do you talk about your problem outside of school?

- With everyone, I have no problem talking about it
- With my most trusted friends
- If I can I try not to talk about it
- Never, I hide my difficulties to all

13. In your school, there is a specific figure / service / contact person, to support students with your difficulties?

- Yes
- No
- I don't know

13a. If you answered yes to the previous question, how did you know it?

- institutional offices
- word of mouth
- media
- my family

14. Thinking back to your previous schools, there was a contact / service, specific to your difficulties?

- Yes
- No
- I don't know

15. In your school, have been implemented the measures and indications present in your diagnostic report?

always	often	sometimes	rarely	never

16. Your school employs an accessible teaching method (through the use of Interactive whiteboard for example)?

always	often	sometimes	rarely	never

17. Your school utilizes a personalized and accessible teaching method through the use of lecture notes, slides of the lectures?

always	often	sometimes	rarely	never

18. Your school utilizes a personalized and accessible teaching method through the use of recordings of lectures?

always	often	sometimes	rarely	never

19. Your school utilizes a personalized and accessible teaching method through online tutorials?

always	often	sometimes	rarely	never

20. During the class tests are you allowed to use IT aids such as PC and / or tablet?

always	often	sometimes	rarely	never

21. During the class tests are you allowed to make use of compensatory measures such as voice synthesis / human reader?

always	often	sometimes	rarely	never

22. During the class tests are you allowed to make use of compensatory instruments such as calculator and forms?

always	often	sometimes	rarely	never

23. During the class tests are you allowed to make use of compensatory instruments such as conceptual maps?

always	often	sometimes	rarely	never

24. During the class tests are you allowed to make use dictionary as compensatory instrument?

always	often	sometimes	rarely	never

25. During the class tests are you allowed to use dispensatory measures such as the possibility to have the extra time?

always	often	sometimes	rarely	never

26. During the class tests are you allowed to use dispensatory measures such as the possibility to have quantitative reduction of the exercises?

always	often	sometimes	rarely	never

27. During the class tests are you allowed to use dispensatory measures such as to divide them in several parts?

always	often	sometimes	rarely	never

28. During the oral tests are you allowed to use dispensatory measures such as to have the choice to schedule them?

always	often	sometimes	rarely	never

29. During the class tests are you allowed to use dispensatory measures such as the possibility to change the typology of class test? (Oral rather than written; open or closed questions, multiple-choice tests ...)

always	often	sometimes	rarely	never

30. Have you ever attended a specific course on the use of computer and special software aids (such as voice synthesis, software for concept mapping, the use of the PC)?

- Yes  
 No

30a. If you answered yes to the previous question do you think that the course you've attended was useful during your studies?

Very true of me	True of me	Neutral	Untrue of me	Very untrue of me

31. What method of study do you usually make use of? Indicate a value, for each methodology listed below, from 1 to 5 depending on how much you use it. (1 = always, 2 = often; 3 = sometimes; 4 = seldom 5 = never)

	1	2	3	4	5
Conceptual maps, patterns					
Underlining with different colours					
Repeating out loud					
Studying with a tutor / after-school					
Studying with a privately paid tutor					
Studying with a classmate / fellow student					
specific software (vocal synthesis, maps ..)					
Pc / tablet					
Other (specify)					

32. Your school organizes conferences, seminars, special days, given up to the SpLD (Specific Learning Difficulties) themes?

- Yes
- No
- I don't know

33. Do you think your school should implement more activities to awaken and inform the public opinion on the SpLD thematic?

- Yes
- No
- I don't know

34. Does your school organize specific courses for students with SpLD concerning to study strategies, software use and Assistive Technology Products for example?

- Yes
- No
- I don't know

35. Thinking back to your school career, choose maximum 3 adjectives that distinguish you from your schoolmates

- Quiet
- Tense
- Happy
- solitary
- Insecure
- Sociable
- Angry
- Serene



36. Where does your SpLD influence you most?

- At school
- With my friends
- Extracurricular activities
- In family
- In social aspects (sociability, self-esteem, security, insecurity etc.).

37. What kind of vision do you have of your future, in a scale of 1 to 5 where 1 = "totally positive" and 5 equals "totally negative"?

Totally positive	Positive	Neutral	Negative	Totally negative

At present, what school do you attend?

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38. Have you ever been failed or resat?

- failed
- resat
- none of the two

39. What are your plans after high school graduation?

- go to university
- attend a professional training course
- actively seek work

40. Do you benefit from some specific service for students with SpLD?

- Yes
- No **(if No, please go to question 41)**

40a. Indicate what specific services you benefit from

Compensatory instruments (teaching aids: e.g. calculator ..)	
Dispensatory measures (personalized tests: e.g. Extra time ..)	
Technological devices (PCs, tablets, specific software ..)	
Tutor	
Individual interviews with contact person and/or specialized staff	
Educational materials (digital books, slide ..)	
Guidance Services	
Mediation service with teaching staff	
Other (specify)	

40b Are you satisfied with the quality of services provided to students with SpLD? Assigns each service you use, a value from 1 to 5 depending on the evaluation (1 = Extremely satisfied; 2 = very satisfied; 3 = moderately satisfied; 4 = slightly satisfied; 5 = not at all satisfied)

	1	2	3	4	5
Compensatory instruments (teaching aids: e.g. calculator ..)					
Dispensatory measures (personalized tests: e.g. Extra time ..)					
Technological devices (PCs, tablets, specific software ..)					
Tutor					
Individual interviews with contact person and/or specialized staff					
Educational materials (digital books, slide ..)					
Guidance Services					
Mediation service with teaching staff					
Other (specify)					

40c. How do you assess the response time from the student services with SpLD for the provision of the measures and tools that you normally use? Assigns each service you use, a value from 1 to 5 depending on the evaluation (1 = Extremely satisfied; 2 = very satisfied; 3 = moderately satisfied; 4 = slightly satisfied; 5 = not at all satisfied)

	1	2	3	4	5
Compensatory instruments (teaching aids: e.g. calculator ..)					
Dispensatory measures (personalized tests: e.g. Extra time ..)					
Technological devices (PCs, tablets, specific software ..)					
Tutor					
Individual interviews with contact person and/or specialized staff					
Educational materials (digital books, slide ..)					
Guidance Services					
Mediation service with teaching staff					
Other (specify)					

41. In your educational career, who is for you a contact person to address any issues (e.g. difficulty with teaching staff/classmates?)

- A teacher of my class
- The teacher contact person for students with SpLD
- My parents
- Someone among my classmates
- Nobody



42. Briefly state what kind of difficulties, obstacles are present in your school that make difficult the quality of your educational life as a student with specific learning difficulties.

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43. Write a few suggestions that you think would improve the quality of your educational life as a student with specific learning difficulties.

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Thanks for your cooperation!



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