



GRUNDTVIG Learning Partnership
Empowering Parents for Support of Their Children with Dyslexia



Dyslexia in the Czech Republic

- ✓ 4-5% people with dyslexia in a population
- ✓ 1952 – first assessment of a child with dyslexia
- ✓ 1965 - first book on dyslexia
- ✓ 1967/1968 – first specialized classes for children with dyslexia
- ✓ 1970's – assessment battery of tests for children with dyslexia was developed
- ✓ 1972 – first Public Notice on work with dyslexic pupils at elementary schools
- ✓ 1983 – first specialized elementary school for children with dyslexia

- **Target groups (261 clients within 2,140 sessions in 2012):**
 - ✓ children with specific learning disabilities and/or ADHD syndrome
 - ✓ parents of such children
 - ✓ preschool children with developmental difficulties, and their families
 - ✓ professionals = teachers, special educators, psychologists, counsellors, speech therapists
- **Staff:**
 - ✓ special educators
 - ✓ psychologists
 - ✓ teachers



Main activities

- remediation, assessment, therapy, counselling
- information services
- documentation activities
- publishing
- courses, lecturing (49 courses accredited by The Ministry of education)



Cooperation with parents

- ❖ in the course of assessment – parents can be present and see how their children learn
- ❖ explanation of dyslexia and other learning difficulties
- ❖ introduction of current legislation concerning students with dyslexia
- ❖ discussion on possible ways how to communicate and cooperate with children's schools
- ❖ parents' presence at remediation and counselling lessons to support continuous home work of parents and children



How can parents advocate for their children

- ↳ in accordance with current legislation:
 - ↳ student with SEN are entitled to receive individual support
 - ↳ parents can choose where their child is assessed
 - ↳ parents participate in IEP development
 - ↳ parent can usually choose an appropriate school for their child



How can parents advocate for their children

- ↳ furthermore, parents can find a private counsellor and/or use services of NGO's and other counselling institutions
- ↳ compared to experience from other countries it is not usual that parents lobby for their children, negotiate with official institutions in favour of their children and/or communicate with policy-makers to advocate for their children
- ↳ not all schools are willing to accept parental involvement → on the contrary, example of good practice – „parents are welcome“





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