

## **Adults Students with Dyslexia at Work: an Experience from Inclusion with Information Technology (IT).**

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### **Abstract**

*Dyslexia support is likely to be in place for students within educational establishments in Greece. However, there are a significant number of adult students with dyslexia in the Agricultural University of Athens (AUA) who are no longer involved in education and for whom ongoing support is necessary to enable them to reach their potential in a world of increasing literacy demands. Legislation 3699/2008 has led to significant moves towards inclusion with Information Technology (IT) in the classroom lectures and laboratories. But the way of using IT has been a lack of public recognition of the concerns and needs articulated by adults with this invisible disability. The formation of voluntary group provides one model of support for adults students with dyslexia.*

*This paper examines the setting up of one such group and highlights issues involved in this process as the IT. The nature of the group structure and the support offered is discussed, including its impact on the individuals concerned. Also this provides an account of the initiation of a support group for adults' students with dyslexia from AUA. The motivation behind this micro-research project was a perceived need in the university campus and in the historical centre of Athens where I have worked for a number of years (2001-2015) in various contexts: as a special teacher for pupils and for adult students with disabilities and dyslexia, as a dyslexia assessor and a Educational Study Support Tutor specially for the students with Dyslexia into AUA.*

*Some of the adult students with dyslexia have supports from these university courses in the local and university workplace. I was involved in facilitating this and while the IT in the individual session and group course of the process wanted to record my experiences and findings.*

*In Greece, national legislation clearly demonstrates commitment to the principle that inclusion for those with special educational needs, including dyslexia, transcends the world of education into the workplace. The very nature of the business model, where management is expected to make profits, is unlikely to provide the sort of support needed, as the students for AUA and in most businesses it may be that employers have no knowledge of dyslexia or other specific learning difficulties. It could be argued that employers want skilled staff and not staff who need supporting. Because they do not know that dyslexia is recognized as a learning difference caused by underlying difficulties at a neurological level. For those members of the population who are still in an educational environment such as AUA, support mechanisms with IT to help cope with the increasing demands on literacy in both education and work are becoming increasingly well developed. Finally, commitment to the inclusion of those with dyslexia is less developed in workplaces. These tend to be driven by market forces which often make them less well placed to accommodate adults with diverse needs, as the dyslexia.*

### **1. Introduction**

Studies for the individuals with Special Educational Needs (SEN) into the programs of general education have showed common structures, levels in the frame of the official policies and practices in various countries in recent years [2], [3],[4],[5],[6]. However, accessibility in higher education (3699, Law, 2008) despite the regulations facilities down and applied in the evaluation of students of general and vocational upper secondary school remains unclear without highlights the importance of teaching individualization [11]. Especially for prospective students who have difficulty to enter into written exams because of specific learning difficulties (dyslexia) accessibility to literacy becomes painful and effectively enough.

Specific learning disability known as dyslexia refers to a heterogeneous group of disorders, which are manifested by significant difficulties in acquisition and use of listening skills, speaking, reading, writing, reasoning or mathematical ability [7], [9].

These are inherent and assigned to dysfunction of the central nervous system. Among the characteristics of students with special learning difficulties recorded perception difficulties, impaired memory and attention, psychomotor malfunctions in the coordination and socio-emotional nature problems. The glitches they affect the conquest of reading and writing skills with emphasis weakness

the handwritten notes, which are unable to make proposals or texts, write to legible letters without spelling errors, punctuation, grammar, structure and weaknesses in production ideas, the sense sequence and coherence of the text [2], [3],[4],[5],[6].

The special educational treatment is oriented in policies which they promoting strategies with Information Technology and educational and social integration well-known as mainstreaming and labor inclusion [8]. The arguments of the special educators, students and parents in favor or against the special education of children with special learning difficulties (dyslexia) are based on ideological, theoretical and emotional positions [11]. The development of learning readiness skills (Framework Curriculum Special Education Program (1996), or the development of basic academic skills and social skills or develop pre-vocational readiness skills and creative thinking and expression attempts to cultivate skills to develop targeted customized educational interventions with short and long term goals (Ministry of Education, Pedagogical Institute, 2009-2000) and less procedural management skills such approached the work.

With our study we aim to highlight issues in the field of special education for students with dyslexia [4], supported by the Career Office of the Agricultural University Athens focusing on pedagogical management of the language of labor [10]. Our study is timeless, since 2002 date 2015 and focused on electronic records drawn up jointly by the student with content discussions and supportive work for the management of learning disabilities [5].

## **2. Methodology**

Our methodology used the systematic electronically recording and analysis of individualized teaching meetings with emphasis on developing metacognitive skills at management level, organization and planning study under in the degree program of the Agricultural University in order to have jobs. The techniques of special pedagogy applied methodology based on experience Grounded Theory to investigate and study of special education programs and social inclusion.

Even studied data from small group workshops with emphasis the mnemonic techniques. In these monthly meetings we recorded the responses of students' experiential exercises mnemonic techniques and our experience of their efforts to express by own words and share them with the group. To workshops could include up to six students at the individual entry form and interest in the Career Services Office [2], [3],[4],[5],[6]. The themes of memory techniques focused on a number of issues including job search techniques. Similarly, the small group discussed issues surrounding the mnemonic functions, difficulties in management techniques semester courses, the importance and registration time monitoring and years of study. We also discussed the construction of handwritten notes in relation the search of information, reading the calendar, the connection of content lectures and search data from print and electronic notes traditions. It mnemonic work produced by the students, with mnemonic recalls in experiential working times significantly events in search of work, great staff involved before and during labor, material circumstances with understanding fixed-term contracts and the hourly rate.

## **3. Results – Discussion**

In the results emerged the function of individualized specific pedagogical intervention, which seems to support the efforts of students to work with IT, discuss and develop personal study and job search method, where the same " find " that facilitates the management of both specific learning difficulties such as visual and phonological decoding information and labor Engagement[2], [3],[4],[5],[6].

Students referred to the Career Office and have worded request for help complete their studies successfully, including the work assigned to them as remuneration for work. Some find it difficult to use the computer in search of work, other students with dyslexia slow to get a degree because they work.

Several with personalized special educational interventions realize how they can negotiate their presence at work, learn to manage and distinguish the examination time by working time, to control the procrastination, or lack of interest in the subjects of the course or job search with the computer [6].

Even seemed that psychodynamic records of students with the computer on the individual level of difficulty combining the study courses and work by providing private project for a fee, supporting object relations about what they 'understand' 'when refer to high class, middle or low difficulty and organization required by management [2], [3],[4],[5],[6].

Of particular interest is the interface addressing subjects with little difficulty in the study in connection with the construction of handwritten notes to work and connect with the targeted cognitive maps. In the work, we note other factors that interfere with visual and phonological decoding of information and these related social and emotional reasons. These are formulated in " condensed reasonable " and

reluctant to declare their weakness, the students attending the workplace without indicating that they have been diagnosed as suffering from dyslexia.

Summing up the discussion of the management of specific learning difficulties with emphasis the work we note the use of IT on production a written speech in a work language. These are as part of the special educational services and we point out that these are the most complex and multi-level cognitive processes. The special supportive intervention for students concentrated knowledge of reading to develop metacognitive skills with IT that unfold in phases manuscript proscriptio, writing and transcription. The manuscript proscriptio metacognitive skills mentioned in topic selection, clarification of the objective of writing, the concentration information from the lectures, the notes of others, the notes from internet and notes on particular work courses. In this phase is particularly important deposit of ideas and concerns of the student as to understand what, in the form of annotations. The metacognitive writing skills with IT try organizing ideas and knowledge upon which work is ongoing with the production of a written text consistency and sequence. In this phase requires the use of organizational strategies with IT, enriching vocabulary to scientific terminology of agronomic course, composition and link research proposals to use the structural and morphological rules, [2], [3],[4],[5],[6].

Finally, metacognitive skills transcriptions focus on student self and control all components of unread manuscript writing with IT. Closing the debate on the development of metacognitive stress, we found that the student with dyslexia could help with IT to gain awareness of mental procedures. When they used to learn the foreign language, to organize the work to be done, to follow the course of cognitive function and to evaluate the use of cognitive strategies with IT.

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