

The Effect of a Distance Training Program on Teachers Practices Towards Children with Dyslexia and/or Developmental Coordination Disorder (DCD)

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Dyslexia is the difficulty of learning to read and write, despite the existence of standard intelligence and perfection of the sensory organs. Important evidence also proves that elementary school students with dyslexia have difficulty with motor skills, in fine and gross mobility automation and coordination. In recent years, scientists agree that there is a comorbidity among Dyslexia and DCD. The majority of teachers have a positive attitude towards children with disabilities, but only when they have the knowledge to manage and teach them. Almost all teachers consider it necessary to continuously train themselves on new learning models and innovative methods resulting from educational research. The aim of the present study was to investigate the impact of a two-month distance training program on the possible differentiation of classroom teachers' practices towards their pupils with Dyslexia and/or DCD. Twenty-nine elementary school teachers participated. They were divided into two groups: the experimental (N=14) and the control group (N=15). Teachers' evaluation was performed by the Self-Evaluation of Teacher Effectiveness in Physical Education (SETEQ-PE) questionnaire of Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki, and Kioumourtzoglou (2014) which was modified by Poursanidou (2015) for classroom teachers, and then adapted by the researchers to evaluate teachers' practices towards students with comorbidity. This questionnaire consists of six factors; learning environment, teaching strategies, teacher and student assessment, application of the content of lessons, lesson implementation, use of technology. The training program was designed and applied through the E-class platform of the Democritus University of Thrace. Analysis of variance with repeated measurements was applied. Statistically significant was the interaction between group and measurement in: learning environment, use of technology, student and teacher assessment, teaching strategies. The results showed that the teachers who participated in the training modified significantly their teaching in certain factors, using diversified practices aiming at the smooth inclusion of children with and without difficulties.

Key words: Dyslexia, teacher effectiveness, Developmental Coordination Disorder, comorbidity