A qualitative analysis of practices to improve the socio-educational inclusion of students with dyslexia

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Abstract. This research aims to compile practices that improve the teaching of students with dyslexia in educational centers, specifying strategies, resources, and social interventions that contribute to their learning across different areas and subjects. This study is based on ethnography as a primary research tool, utilizing insertion into educational settings through observations and practices. Data collection instruments included semi-structured interviews and participant observations in the Spanish provinces of Alicante, Albacete, and the Region of Murcia. The results are organized according to research questions focusing on: protocols and identification of students with dyslexia; strategies, techniques, and resources to favor inclusion; teacher knowledge and experience; areas of greatest difficulty; and collaborative work within the community. The initial hypothesis was confirmed: while dyslexia generates learning difficulties, these can be overcome to achieve full inclusion through a holistic approach.

Keywords: *dyslexia, learning disabilities, inclusive education, ethnography, UNESCO.*

Муньос-Санчес Пракседес, Санчес Луїс Санчес, Кастільо Алехандра Рубіо. Якісний аналіз практик, спрямованих на покращення соціально-освітньої інклюзії учнів із дислексією.

Анотація. Метою цього дослідження є узагальнення практик, що сприяють покращенню навчання учнів із дислексією в освітніх закладах, із конкретизацією стратегій, ресурсів та соціальних заходів, які сприяють їхньому навчанню в різних сферах та з різних предметів. Дослідження базується на етнографії як основному дослідницькому інструменті, що передбачає занурення в освітнє середовище шляхом спостережень та практичної роботи. Інструменти збору даних включали напівструктуровані інтерв'ю та спостереження учасників у іспанських провінціях Аліканте, Альбасете та регіоні Мурсія. Результати організовано відповідно до дослідницьких питань, зосереджених на: протоколах та виявленні учнів з дислексією; стратегіях, техніках та ресурсах, що сприяють інклюзії; знаннях та досвіді вчителів; сферах найбільших труд-

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нощів; та спільній роботі в рамках спільноти. Початкова гіпотеза була підтверджена: хоча дислексія спричиняє труднощі в навчанні, їх можна подолати для досягнення повної інклюзії за допомогою цілісного підходу.

Ключові слова: *дислексія, порушення навчання, інклюзивна освіта, етнографія, ЮНЕСКО.*

Introduction

Teachers must possess the experience and knowledge necessary to properly support students with dyslexia—who are increasingly common in educational centers—to provide them with an inclusive education. As Arnaiz (2019) states, the responsibility of supporting students with specific educational support needs (ACNEAE) does not rest solely with specialists; rather, it is a duty shared by the entire faculty.

We delve into the concept of the Inclusive School, focusing on discriminatory potential to foster academic success and that of every individual (UNESCO, 2005; Ainscow, et al., 2006); however, it is also necessary to explore the concept of dyslexia and its relationship with the field of literacy learning.

Dyslexia is a specific learning disorder characterized by difficulties in reading, writing, and spelling due to an impairment in phonological processing skills (Rahul and Ponniah, 2021). According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (APA, 2013), dyslexia as a specific learning disorder affects approximately 5–15% of school-age children, with reading impairment (dyslexia) being one of the most prevalent forms, often estimated at around 10 per cent of the population. Therefore, this disorder must be addressed appropriately through suitable didactic strategies that help students learn in an inclusive educational environment (Dewi, 2022). Appropriate approaches, combined with beneficial learning strategies, allow dyslexic students to achieve proficient linguistic performance (Rahul and Ponniah, 2021).

Oral language is part of our genetic heritage; therefore, it develops with relative ease and speed despite its complexity. Written language, however, is not part of our genetic endowment, meaning our brain is not yet pre-programmed to acquire it. During childhood, one learns to speak naturally, but it is unusual for children to learn to read and write without receiving some degree of formal instruction; the brain gradually creates the neural networks necessary to support these skills (Benedet, 2013).

Reading ability follows a continuous distribution within the population, so dyslexia is not an 'all or nothing' matter. The boundary between dyslexia and non-dyslexia is arbitrary or statistical rather than categorical (Artigas-Pallarés, 2009); 'the fundamental aspect is to consider the reading process as being supported by a series of skills and capacities whose development is a *sine qua non* condition for the beginning of the literacy process' (Tamayo, 2017, p. 429).

Aragón and Silva (2000) emphasize that a 'dyslexic' child is not one who has failed to learn or who lacks the ability to read and write; rather, a 'dyslexic' child is one who has learned deficiently, making errors in their literacy. These errors are considered the actual problem to be addressed, rather than symptoms of an underlying disease.

Initial hypotheses regarding the cause of dyslexia were focused on visual aspects, and it was even initially referred to as 'visual word blindness' (Orton, 1925, p. 426).

Vellutino and Scanlon (1982) demonstrated that the problems faced by individuals with dyslexia were linguistic rather than perceptual. When Vellutino presented individuals affected by dyslexia with the letters they frequently confuse (such as 'b'/'p', 'p'/'q', etc.), they had no trouble identifying them; the problem arose only when they had to read those same letters aloud.

From the phonological deficit hypothesis, Frith (1999), Thomson (1990), or Reynolds et al. (2003) maintain that dyslexia is caused by a deficit in the phonological system of language processing. This would originate difficulties in segmentation, the repetition of pseudowords, unusual words, and infrequent letter combinations, as well as difficulties in verbal short-term memory, rapid naming (especially of colors, objects, and letters), and attentional problems. Children with developmental dyslexia present a phonological deficit, although in some cases, a perceptual-visual or attentional deficit could also exist (Suárez and Cuetos, 2012).

At a legislative level, this study also finds its significance, as according to the LOMLOE, Organic Law 3/2020 of December 29, which modifies Organic Law 2/2006 of May 3 on Education (BOE No. 340 of 12-30-2020), Articles 71-79 include students with specific learning difficulties within the category of students with specific educational support needs (ACNEAE). Furthermore, regarding the specific areas where this study was conducted, such as the Valencian Community, we find support in Order 20/2019 of April 30 from the Ministry of Education, Research, Culture, and Sport, which regulates the organization of the educational response for student inclusion. Article 21 of this Order outlines a series of personalized programs for the acquisition and functional use of communication, language, and speech. These are Level IV measures aimed at students in Early Childhood Education and compulsory education stages who require intensive and specialized educational attention in this field, with the objective of developing, achieving, and generalizing functional communicative and linguistic competencies within the interaction and learning contexts in which they participate.

A significant element is indeed the PAP (Personalized Action Plan), a Level IV measure which, as indicated by Order 20/2019, organizes educational response measures to guarantee the access, participation, and learning of students with specific educational support needs who require certain personalized

measures, based on the proposal made in the socio-psychopedagogical report (Article 8). The PAP is descriptive in nature for students with specific educational support needs, if measures such as personalized accessibility with specific or unique means, Significant Individual Curricular Adaptation (ACIS), curricular enrichment for students with high intellectual capacities, personalized programs involving specialized personal support, or specific programs for students with severe behavioral alterations are applied. Furthermore, Article 42 specifies the functions of specialized teaching support staff in Therapeutic Pedagogy (PT) and Hearing and Language (AL).

Against this backdrop, the research focused its scope on educational centers in the provinces of Alicante, Albacete, and the Region of Murcia, and defined the following research questions:

- Are there protocols in place to correctly identify and support students with dyslexia?
- Are there strategies, techniques, and resources that can be utilized to enhance the inclusion of students with dyslexia in educational centers?
- Do teachers possess sufficient knowledge and experience to support students with dyslexia in their classrooms?
- In which subjects or learning areas are there greater difficulties, and where are more significant adaptations necessary?
- Are there collaborative efforts and associative networks involving socio-community intervention (families) that contribute to the inclusion process of these students?

All of this is based on the hypothesis that, although dyslexia creates learning difficulties, it is possible to overcome them and achieve the full inclusion of these students.

Indicators and Characteristics of Students with Dyslexia

In the case of phonological dyslexia, the individual shows difficulties in the grapheme-phoneme conversion mechanism; therefore, they tend to employ the lexical route. The reading of familiar words is accurate, but they present difficulties when reading pseudowords and unknown words.

Coltheart (1980) made a seminal contribution to the development of dual-route models of reading, distinguishing between a phonological route (letter-to-sound conversion) and a lexical (surface) route (visual word recognition). Building on neuropsychological evidence, Marshall and Newcombe (1973) identified distinct error patterns associated with surface, phonological, and deep dyslexia in individuals with acquired brain lesions. Extending this framework to developmental contexts, Castles and Coltheart (1993) demonstrated that similar subtypes can be observed in children with developmental dyslexia, suggesting

that these reading profiles may be present from the early stages of literacy acquisition.

In the case of surface dyslexia, individuals tend to employ the phonological route; therefore, they are usually unable to recognize the word as a whole. In this instance, execution is accurate for regular words (regardless of familiarity) and pseudowords.

They tend toward the 'regularization' of words. By using the phonological route, access to words is guided by sound rather than by the spelling of the word; consequently, they exhibit precision errors when dealing with homophones. In Spain, Fernando Cuetos (1990) stands out for his exceptional explanation of how these dyslexias manifest in a language where almost everything is read as it is written.

Serrano and Defior (2004) also discuss mixed dyslexics, in whom deficits of both types (phonological and surface) occur.

The integration of sound-musical stimulation in language teaching can significantly improve reading and pre-reading skills in both children without difficulties and those with disabilities such as dyslexia. Musical aptitude and prosodic sensitivity are closely related to the development of reading skills, suggesting that educational programs incorporating musical elements can be particularly effective in improving decoding, phonological awareness, and reading comprehension (Fonseca-Mora & Gómez Domínguez, 2015). Furthermore, music can be a valuable tool for students with specific learning difficulties, providing additional benefits in rhythmic and tonal perception, which are crucial for success in reading and writing.

Warning signs to identify students with dyslexia vary according to age and development. In early childhood, before ages 6–7, indicators include language delays, difficulties identifying letters and sounds, and a family history of literacy problems. During the early childhood education stage, children may show slow vocabulary development, trouble following instructions and learning routines, as well as motor clumsiness and social difficulties (Frith, 1999). In children aged 7 to 11, difficulties manifest as slow and non-automatic reading, spelling and motor problems, and illegible handwriting (Thompson, 1990). From age 12 onwards, students with dyslexia may face problems with concentration, memory, and reading comprehension, as well as difficulties organizing their space and time, which can lead to emotional issues such as depression and anxiety (Critchley, 1970). Recognizing these signs early is crucial for implementing appropriate educational strategies that support the academic and emotional development of students with dyslexia.

There are studies regarding the support of students with dyslexia in specific areas, such as the work by Fombella and Solis (2020) focused on English language teaching; Zanón (2023); or Espinosa (2023), which seeks to improve

problems associated with dyslexia in basic general education students through music therapy.

At an international level, there are relevant research studies that can be broken down into three themes. Focusing on works that study technological contributions to the teaching and learning process of students with dyslexia, there is the study by Maskati et al. (2021), which employs the use of Virtual Reality (VR) to facilitate the instruction of students with dyslexia; the work of Rodríguez et al. (2021), which focuses on the educational inclusion of students with dyslexia between 10 and 16 years old through the use of technology; the study by Vouglanis (2023), which explores the use of ICT in the education of students with dyslexia; and the research by Lerga et al. (2021), which provides a review of assistive technologies for students presenting with dyslexia.

Delving into international works that focus on the reading and writing of dyslexic students, we find the research by Stevens et al. (2022), which addresses language and reading comprehension for students with dyslexia, and the study by Hadhrami et al. (2022), which provides an approach to improving reading in students with dyslexia.

Finally, regarding authors who address strategies, identification, evaluation, or the difficulties faced by these students, as well as social and legal aspects, we can cite international research such as that of Dewi (2022), which compiles teaching strategies to address the learning difficulties of dyslexic students; Rahul and Ponniah (2021), who review the teaching-learning aspects of dyslexia by analyzing principles, approaches, strategies, and personalized plans; and Daniel et al. (2025), which addresses the identification of students with dyslexia and delves into current assessment methods.

Furthermore, Zingoni et al. (2024) specify a classification model based on machine learning to support university students with dyslexia through personalized tools and strategies; Nevill and Forsey (2023) study the social impact of schooling on students with dyslexia during the primary and secondary stages; and Zirkel (2020) discusses legal advancements for students with dyslexia.

Methodology

This study has followed a qualitative methodology which, as indicated by Taylor and Bogdan (1987), refers 'in its broadest sense to research that produces descriptive data: people's own words, spoken or written, and observable behavior' (pp. 19-20).

Ethnography has been employed as the primary research tool. In the educational field, and particularly in the area of inclusion, ethnography can make significant contributions (Sánchez, 2021; Sánchez, 2023; Sánchez & Muñoz-

Sánchez, 2020), focusing especially on reflective education and collaborative work through the 'dialogue of knowledges' (*diálogo de saberes*) (Dietz, 2009; Muñoz, 2012; Vitón, 2012).

This study has also followed the principles of Wolcott (1990), which ensure the validity of ethnographic research (cited in Flick, 2004), and the three dimensions of Dietz (2009): the semantic dimension (ethnographic interviews), the pragmatic dimension (participant observations), and the syntactic dimension (dialogue of knowledges). In doing so, it achieves a reflexive ethnography (Dietz, 2011, p. 19): 'accompanying the actors in their itineraries of mobilization and discursive claim, but also of experiential interaction and practical transformation, which situates them in a very heterogeneous way among cultures, among knowledges, and among powers.

Likewise, data triangulation was used (Aguilar and Barroso, 2015; Betrián et al., 2013), both at the level of participants (counselors, teachers, etc.) and methods (interviews, observations, and field diaries), promoting the collection of multi-referential data (Velasco and Díaz de Rada, 2006). These were carried out in both the music conservatory and Primary education classrooms in Torrevieja (Alicante), alongside training experiences from the association in Hellín (Albacete) for the support of minors with dyslexia, from 2023 to 2025.

Participants

The sample is composed of thirty-two participants from diverse profiles (primary education teachers, secondary education teachers, music conservatory professors, counselors, etc.) working in the provinces of Alicante and Albacete, as well as in the Region of Murcia. Furthermore, in-depth interviews were conducted with professionals with extensive experience in this area, such as a counselor from the Hellín Dyslexia Association (DixHellín) – which collaborates with families and schools to provide better guidance to students, teachers, and families – along with experts in learning difficulties. Informants were obtained by snowball sampling, identifying people of interest for their involvement in the study association, volunteering and expertise.

The study was conducted following the ethical principles of the Declaration of Helsinki and confidentiality. The data was used solely for scientific research purposes. The approval from the ethical committee was not required, firstly, because the data is anonymous and codes were used, except for the individual (professional) who confirmed their wish to have their name published.

For the organization and control of data, categories have been established to encompass the different educational stages and/or areas in which the interviewees work; in some cases, both profiles are included when referencing their contributions, as shown in Table 1.

Table 1
Categories Considered for the Organization of the Participants' Professional Profiles

Category	**Code**
Primary Education Teacher	PE
Secondary Education Teacher	SE
Guidance Counselor	GC
Music Conservatory Professor	MCP
Family	FAM
Support Collectives	SP
Special Education Specialist	SPE

Note: Own elaboration.

Different interview models (more 20 questions) were conducted with primary school teachers, music teachers, dyslexia specialists, and families. All interviews included questions based on the mega categories and categories listed in Table 2, and during the interviews, new questions arose regarding the diversity of students, their children, and participants in the association being analysed.

Results

The results have been organized according to the research questions, grouped into five blocks as megacategories. Table 2 records the main categories of analysis processed in the MAXQDA 24 software, which include: Protocols and identification of students with dyslexia; Strategies, techniques, and resources for the inclusion of students with dyslexia; Teachers' knowledge and experience in supporting students with dyslexia; and Collaborative work and associative networks as socio-community intervention.

Table 2
Categories of Analysis on Adaptation Strategies, Strengths, and Weaknesses in the Treatment of Dyslexia Within the Educational Field

Megacategories	**Categories**	**Subcategories**
Protocols and Identification	Warning Signs	Types (addition... acquired and developmental).
	Protocols	Classroom Schools Associations

Strategies, Techniques, and Resources for Inclusion	Strategies	Cooperative work Psychological support and personal tutoring New technologies
	Adaptations	Curricular Text-based Educational games
	TICS utilization	(Immersive Reader) AI
Teachers' Knowledge and Experience	Capacities	Continuous teacher training Formal No formal (provided by family associations)
Collaborative Work and Associative Networks	Collaborative Challenges	AssociationsSchools/ Institutes Music Conservatories
	Socio-community intervention	Partnerships between associations and educational institutions
	Regional Frameworks	Valencia Murcia Castilla la Mancha

Note: Own elaboration.

Protocols and Identification of Students with Dyslexia

Reports serve as a key tool for the identification of these students, as noted in the following testimonies:

> Through the reports received from primary schools, families, and the guidance department. (SE, interview)
> They arrive with a primary school report or through the school counselor at the proposal of the educational team or the parents. (SE, interview)

In the words of the expert:

> In Early Childhood Education, there is no clear record of literacy, and many signs go unnoticed; that is why dyslexia suddenly appears in Primary Education.

Furthermore, he warns that

> reports are generic; they do not personalize the student's profile, and that hinders real inclusion. (Pedreño, ESP, interview)

Observations at the school center showed that the identification of dyslexia does not always stem from an internal protocol; instead, it often depends on the tutor's initiative and coordination with the school counselor. In a specific case, the teacher, after detecting persistent difficulties in reading and writing, referred the student for evaluation, noting that

> the counselor assessed her using Prolexia to confirm the dyslexia, and from that point on, we began working with classroom adaptations. (Field Diary)

These types of actions, although specific, demonstrate the importance of having objective tools to support educational measures and ensure systematic monitoring.

The guidance team is key, as pointed out by the interviewees:

> When the tutor detects a possible case of dyslexia, they refer it to the school counselor for study, assessment, and potential educational responses (PE, interview).
> First, through direct teacher observation and subsequently, through tests conducted by the counselor. (SE, interview)

Sometimes, identification is incorrect because many teachers, in their attempt to detect these students, assumed it was ADHD rather than dyslexia.

> They reached this conclusion because the students were very distracted in class and could not concentrate on completing classroom activities. (GC, interview)

The DixHellín Association (ASSO, interview), active since 2018, points to early detection as a key factor in intervention. Families typically turn to the association when they suspect dyslexia or after receiving a diagnosis, highlighting the lack of clear and homogeneous protocols within schools. While the association collaborates with counselors and teachers by offering support and training, it warns that many professionals still lack the necessary tools to correctly identify initial signs, which delays intervention and causes concern among families.

The association also notes that it receives referrals from pediatricians, educational counselors, and social services, reinforcing the importance of an inter-institutional network for early identification. This joint effort allows dyslexia to be addressed from multiple fronts—not just the school

environment—thereby accelerating the response and the support provided to families (ASSO, interview).

Early identification of students with dyslexia remains a challenge for many educational centers. Delays in diagnosis not only postpone intervention but can also lead to negative emotional effects. In the words of a secondary school teacher:

> There are occasions when the diagnosis arrives too late, once the student has already accumulated a great deal of frustration and has lost self-confidence. (SE, interview)

This testimony reflects how the lack of early detection conditions self-esteem and motivation, generating a prolonged impact on the learning process.

Once students with dyslexia are identified, protocols are established in which the guidance team plays a significant role:

> There is a protocol from the guidance department with guidelines to follow based on the student's characteristics; these guidelines appear in the student's ITP (Individualized Tutoring Plan). (SE-HS, interview)
> Study by the guidance department and action protocols based on the recommendations of the guidance department. (SE, interview)

Strategies, Techniques, and Resources for the Inclusion of Students with Dyslexia

The participants in this study agreed that family support was essential in the care of students with dyslexia. The counselor indicated that while students usually receive support from their tutors, there were children who had family support and others who did not, as some parents did not know how to cope with the difficulties their child might be facing (GC, interview). Regarding the strategies and resources used by the teaching staff, several were identified:

> Exams are designed with large fonts, fewer exercises, and space to answer directly on the exam sheet; questions are modified to minimize writing as much as possible (matching with arrows, filling in the blanks...). They are given extra time if needed, and spelling mistakes are not penalized. (SE, interview)
> Worksheets with modified and adapted fonts or formats. (PE, interview)
> Simple and direct explanations. Short, clear texts. Use of different colors to highlight important information. The textbook as a basis for explanations. Experiential activities... (SE, interview)

Regarding other techniques used by the teaching staff to accommodate students, these include new technologies:

> In some subjects, they do. In my subject, in the 1st year of SE, students can download the online version of the book using the license included in the textbook. There, they can increase the font size, re-watch the explainer videos, and complete the exercises interactively. (SE, interview)

Other teachers do not use new technologies in their classrooms as a specific means of adaptation for children with dyslexia, or if they do use them, it is generally for the entire student body. Regarding classroom adaptations to support students with dyslexia, one teacher indicated:

> Students sit in the front rows, and we pay closer attention to them, emphasizing the most important concepts, reviewing their tasks, and checking that they record homework and exams in their planners. They are not required to copy the exercise instructions, and if they are long, we read them aloud to ensure they understand what they need to do. (SE, interview)

DixHellín provides a wide range of specialized services, including: psycho-pedagogical assessment, school reinforcement, emotional support, family counseling, teacher training, and the development of adapted materials. Regarding the proposed strategies, key measures include: extended time during exams, no penalties for spelling errors, the use of assistive technologies (such as screen readers or digital programs), and personalized methodological adaptations.

The association emphasizes that adaptations must be individualized and periodically reviewed, and that teachers need practical and updated resources to respond to the needs of students with dyslexia.

Furthermore, DixHellín promotes awareness campaigns within the educational community and on social media to debunk myths about dyslexia and reduce stigma. They develop their own educational materials, adapted for students as well as families and teachers, aiming to facilitate learning and enhance student motivation (ASSO, interview).

The application of adapted resources remains key to ensuring the active participation of students with dyslexia. Among the most valued measures is the use of alternative reading formats. A primary school teacher explains that

> the use of audiobooks and guided read-aloud has been very useful in improving the comprehension and motivation of students with dyslexia. (PE, interview)

This strategy allows students to access information without decoding difficulties interfering with their global comprehension.

Another secondary school teacher describes how they adapt written tasks to facilitate information retention:

> I avoid having them copy large amounts of text; instead, I use visual outlines and summaries that help them retain information better. (SE, interview)

These types of modifications not only optimize classroom working time but also reduce the cognitive load associated with prolonged writing.

In primary education, one of the teachers noted:

> They are usually seated near the teacher to provide better assistance and offer more individualized attention, activity adaptations, and certain mistakes caused by dyslexia are not taken into account for grading, etc. (PE, interview)

In addition to the adaptations already mentioned, some teachers highlight the importance of flexible assessment to reduce the impact of dyslexia on academic results.

> During exams, I give them more time and reduce the number of questions so they can demonstrate what they know without the pressure of the clock. (SE, interview)

In daily practice, various strategies adapted to the needs of students with dyslexia were observed. In the Language Arts area, for example, the teacher used printed worksheets with adapted typography, wider line spacing, and reduced text, in addition to underlining keywords, explaining that "they copy them, so they have a clear visual reference" (Field Diary). Likewise, oral support strategies, interactions, and the use of visual and gestural cues were applied. In Natural Sciences, for instance, the most complex concepts were reinforced with images and diagrams on the board—measures that not only facilitated access to content but also reduced the student's stress levels and promoted active participation.

The potential of technology is also leveraged as a supportive tool:

> Tablets and applications for reading and writing help them work more autonomously and write with fewer errors. (PE, interview)

Teachers' Knowledge and Experience in Supporting Students with Dyslexia

Many participants state that they have limited knowledge and that their training stems from personal interest, as shown by these testimonies:

> Some teachers are self-taught, but we do not receive external training" (SE-HS, interview). "Staff training is a personal choice. (...) There is no specific training for Conservatories. Training is voluntary. (MUS, interview)

However, in some centers, the guidance department itself provides this training to colleagues, as verified through participant observations in Early Childhood and Primary centers and interviews. The counselor indicated that she provided training to the faculty to keep them updated on all aspects of this difficulty; furthermore, many teachers were unaware of the difficulties it could present, though many sought external information. Even so, some teachers remain unequipped to handle many of these students (GC, interview). With the counselor's guidance, those same teachers were able to detect students:

> I perform the assessment, but the tutors are the first to identify and raise the alarm; they are almost always the first to say, 'look at this' or 'check that.' When I enter the classroom, I do see things, but I am not with them all day; therefore, the tutors know them best. (GC, interview)

Teachers offered advice based on their experience and knowledge in both Primary and Secondary:

> Don't make them write too much, support them with readings suited to their level, and especially with ICT materials. (PE, interview)

or:

> Inform yourselves about dyslexia; do not mistake this difficulty for laziness or distraction. Talk to the students and their parents personally and have the empathy to understand what they are going through. Make adaptations based on their needs. Reports from counselors, psychologists, speech therapists, and support teachers can help you adjust adaptations to each case. (SE, interview)

In line with other voices in the study, the DixHellín Association denounces a widespread lack of specific teacher training. Despite the goodwill of the teaching staff, many professionals have not received adequate training on dyslexia and act out of intuition or personal initiative. For this reason, the association offers training workshops for both schools and individual professionals.

They emphasize the need to include content on learning difficulties in initial teacher training, as well as guaranteeing access to updated, practice-oriented continuous professional development. The association detects that some teachers confuse signs of dyslexia with a lack of effort or motivation, which can delay the implementation of measures. Therefore, their training includes debunking these myths and addressing key aspects such as phonological awareness, naming speed, and assessment adaptations.

Teachers agree that initial training in dyslexia is limited and, in many cases, non-existent. A primary school teacher confirms:

> In my initial training, the topic of dyslexia was not addressed; everything I know I've learned on my own or with the help of colleagues. (PE, interview)

This lack of training forces many professionals to rely on self-directed learning or peer-to-peer exchange.

In this sense, another secondary teacher highlights the importance of practical, contextualized training:

> It would be fundamental for training courses to show real cases and practice adaptations in specific situations. (SE, interview)

This vision reinforces the need for concrete tools and directly applicable examples in the classroom. Collaborative learning among teachers enriches classroom intervention:

> Coordination with specialized colleagues has allowed me to learn strategies I didn't know and put them into practice with good results. (SE, interview)

Subjects and Learning Areas with the Greatest Difficulties

Teaching students with dyslexia presents a series of specific challenges that vary according to the subject or learning area. Accordingly, the main challenges identified by teachers across various areas of the curriculum are presented below.

Teachers from different fields encountered difficulties when teaching students with dyslexia:

> We constantly face challenges with all the students' particularities. It is very complicated when you have a group of 27 students with one student with dyslexia, several late-arrivals (who don't even know Spanish), several with curricular gaps, one with autistic traits, two or three with family problems, one with high capabilities, and the rest are 13-14 years old (with all that implies). You must be a teacher, psychologist, clown, friend, mother... It is very complicated. (SE, interview)

Many teachers commented that they lacked sufficient preparation to help students with difficulties:

> The lack of preparation and knowledge among the teaching staff. (SE, interview)

Another teacher agreed:

> Greater knowledge on the teacher's part regarding the condition (we are not trained for it) and the impossibility of dedicating the necessary time to students with issues while

> also attending to the rest of the class.... We cannot expect individualized instruction when you have 28 students with different characteristics in the classroom... (SE, interview)

The specialist also confirms this difficulty and adds:

> The problem is not just reading; it affects mathematics: if they don't decode, they don't understand the problem. It is very hard work that requires specific strategies. (ESP, interview)

From its experience, the association indicates that dyslexia affects not only linguistic areas but also subjects like mathematics or sciences, especially regarding the reading comprehension of word problems and written expression. Furthermore, they warn of the emotional impact it can have on students, generating feelings of frustration, low self-esteem, and school rejection.

These emotional effects can lead to demotivation and task avoidance, worsening if adequate support is not received from both teachers and family. In this sense, the Association emphasizes the importance of a comprehensive intervention that addresses both the academic and emotional levels.

The association warns that foreign language learning, especially English, is typically affected by the discrepancies between graphemes and phonemes, requiring specific additional support and strategies (ASSO, interview).

Learning difficulties associated with dyslexia manifest across different curricular areas. In Mathematics, a primary school teacher notes that

> in math, especially in multi-line problems, they get lost easily and do not understand which operation to perform. (PE, interview)

This comment highlights that barriers are not limited to reading and writing but also affect the interpretation and resolution of numerical problems.

In the Linguistic area, a secondary school teacher points out that

> spelling and written expression are always a challenge, even when they perfectly understand the content. (SE, interview)

These types of difficulties require differentiated strategies that allow students to express their knowledge without mechanical errors conditioning their academic performance.

In subjects with a high reading component, such as Language Arts or Social Sciences, a greater emotional burden for students with dyslexia was evident. During read-aloud activities, a 3rd-grade primary student showed resistance to participating, delaying her turn or avoiding looking at the text. As recorded:

> She remains silent and avoids reading aloud; when she does, she omits words and gets lost in the text. (Field Diary)

In mathematics, although procedural understanding was good, the interpretation of written problems required teacher mediation, who rephrased the instructions orally. This pattern was repeated across different areas, confirming that the difficulty lay not in logical reasoning but in text decoding.

In subjects like Social Sciences, reading speed can become an obstacle.

> In History or Geography, they struggle to read instructions quickly, and even if they know the answer, sometimes they don't have enough time to finish. (PE, interview)

These situations show that barriers are not limited to comprehension but also extend to time management during assessments.

Collaborative Work and Associative Networks as Socio-Community Intervention

In this research, we highlight the work of the DixHellín Association as an example of solid socio-community intervention, characterized by active collaboration with families, emotional intervention groups, support tutoring, and the creation of adapted materials to facilitate learning.

The association emphasizes the essential role of the family in the detection and support of students with dyslexia, fostering fluid communication with educational centers. Furthermore, they underscore the value of professionalized volunteering—composed of pedagogues, teachers, and psychologists—which extends the reach of their actions. Pedreño highlights:

> The family environment and student motivation are key; without family-school coordination, intervention loses its effectiveness. It's not about delegating the work to parents, but about instructing them so they can provide support and reinforcement from home. (ESP, interview)

One shared case study demonstrates how a student with a strong rejection of reading—after receiving individualized attention, family support, and teaching adaptations—managed to reach the reading and curricular level of their peer group, evidencing the effectiveness of collaborative work.

DixHellín also highlights the role of its volunteers, who not only collaborate in activities and workshops but also contribute specialized knowledge from pedagogy, psychology, and teaching. Likewise, they engage in networking with other entities and associations to expand the impact of their interventions and share best practices (ASSO, interview).

The field diary also reflected cases where dyslexia presented alongside other conditions, such as ADHD (comorbidity), requiring a dual adaptation. In one of these cases, the teacher commented that she "not only adapts the reading but also fragments instructions and monitors working time to prevent distraction" (Field Diary).

Although collaboration with the counselor and other professionals was positive, it was observed that a lack of coordination with external agents, such as speech therapists, could limit the impact of interventions. The teacher stressed the need for greater institutional support to integrate these resources into the school routine.

Coordination between the educational center and families is a determining factor for the success of interventions. A counselor summarizes it clearly:

> When the family and the center work hand in hand, progress is much faster, and the student feels supported. (GC, interview)

This type of collaboration fosters consistency between strategies applied in the classroom and at home, reinforcing the student's confidence and willingness to learn.

Collaboration with external professionals is also key to ensuring the continuity of interventions:

> Working alongside the speech therapist allows us to unify criteria and follow the same guidelines in class and during therapy sessions. (PE, interview)

This coordination facilitates a more comprehensive and coherent monitoring of the student's needs.

Discussion

The analysis of the results reveals a complex landscape where identification protocols rely on various tools such as specialist reports, guidance teams, and early detection. However, despite the existence of these mechanisms, a significant gap remains between bureaucratic identification and effective classroom inclusion.

A wide range of inclusive strategies and resources has been identified, including family support, the use of assistive technologies, teacher training, and specific exam adaptations (larger fonts, reduced number of exercises, providing space for answers on the exam sheet, and simplified explanations). Other key measures include emphasizing core concepts, using audiobooks, and strategic seating in the front rows.

Despite this repertoire, the results coincide with previous research (Arnaiz, 2019; Serrano & Defior, 2004; Tamayo, 2017) regarding the importance of clear protocols.

There are also studies about teachers' attitudes towards dyslexia, the effects on their expectations and the academic performance of students with dyslexia, such as Hornstra et al. (2010), or specific studies in higher education, such as Kirby et al. (2008), which provide learning strategies and study methods for higher education students with dyslexia, and Tops et al. (2012), which focuses on the identification of students with dyslexia in higher education and is relevant given the growing number of students with this profile at this educational stage.

Regarding teacher knowledge and experience, most participants admit to having limited preparation, relying largely on personal interest and self-study. This underscores the need to strengthen teacher training, aligning with Castañeda & Borbor (2024), who emphasize integrating psycho-pedagogical training into the teaching career. The lack of specific preparation directly impacts educational practice: *"Many teachers do not know how to act because their training is standard, not specific"* (ESP, interview).

Furthermore, the results specify that dyslexia are a transversal challenge affecting not only linguistic areas (Artigas-Pallarés, 2009; Rahul & Ponniah, 2021) but also Mathematics and Sciences—particularly regarding reading comprehension of word problems and written expression. Foreign language learning, especially English, presents an added barrier due to the grapheme-phoneme discrepancies.

A pivotal finding is the role of collaborative work and associative networks. The coordination between family and school is highlighted as an indispensable factor for effective mediation. The collaboration of external professionals and the support of entities like the DixHellín Association – with its multidisciplinary team of pedagogues, teachers, psychologists, and volunteers – promote the inclusion of students beyond their linguistic difficulties (Dewi, 2022).

Finally, it is essential to consider civil society as a driver of change. As noted by Foss (2013), associationalism in social intervention provides visibility, fosters improvement in meeting needs, and promotes a spirit of solidarity and empowerment for individuals with dyslexia.

Conclusions

It is imperative that teaching staff possess the necessary knowledge and tools to support students with dyslexia, as the presence of students with diverse capabilities in educational centers is a reality that demands an adequate educational response. As specialist Ángel Pedreño indicates, 'methodology is

constantly changing and intervention must adapt to the student's profile; what worked 30 years ago is no longer valid today' (Pedreño, ESP, interview). This dynamic approach underlines the necessity for the entire teaching staff, and not just specialists, to be involved in the care and support of students with dyslexia.

The results have provided answers to the five research questions formulated; therefore, the primary objective of this study has been achieved. The initial hypothesis has also been confirmed: although dyslexia generates learning difficulties, it is possible to overcome them and achieve full inclusion for these students.

While there are existing studies on the teaching and learning processes for students with dyslexia, further research in this area is necessary. Furthermore, the activism of families and educational centers fosters the visibility of individuals with dyslexia, helping them gain recognition from institutions and strengthening socio-educational demands.

Future research should focus on compiling specific strategies and resources for these students across different subjects of general education, or even within specialized fields, such as elementary and professional music education.

Limitations of the Study

The limitations of this research may lie in its sample of 32 participants. It would be interesting to complement this type of research in the future with a mixed-methods (quantitative-qualitative) study using a questionnaire designed based on the analyzed and emerging categories and focusing on students with dyslexia. However, Participatory Action Research (PAR) would be much more effective for collaborative research, through an initial "participatory diagnosis" that fosters dialogue about needs and, through this exchange of knowledge, generates new understanding and, at the same time, transformative changes.

We propose that research of this nature should consider social and cultural diversity, given that Spain currently has a large population of diverse cultural backgrounds. Experts and teachers need to understand their own cultures to explore strategies with communities of foreign origin that promote better support. This lack of cultural understanding has been a limiting factor throughout the research, because in Spain intercultural training in Education, Psychology, Music, and Pedagogy degrees is offered in very limited courses or is not a mandatory competence. In the ethnographic study, we observed a general lack of awareness of multicultural needs, except among teachers whose students are predominantly of Roma and North African origin, where greater attention is given to the social and family realities of learners (Muñoz-Sánchez & Vitón, 2018; Muñoz, 2021).

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During the preparation of this work the authors did not use any GenAI tools.

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