The Framework of Action for Teachers in Integration Classes at Secondary Level on the Example of Reading/Writing Difficulties – A (Re-) Constructionist Educational Research

Florentine Paudel[1*]

[1]*Institute for University Management, University College of Teacher Education Vienna, Grenzackerstraße 18, 1100 Vienna, Austria.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

ABSTRACT

Background: Reading/writing difficulties are embedded in a broad discourse that is related to dyslexia. Therefore, this discourse serves as the basis for the presented study. Because of the results from the scientific community, one of the questions of this study is of possible interdependencies or differences to the pedagogical discourse of teachers. Teachers in Austria, where the study was conducted, are confronted with those scientific findings. The term reading/writing difficulties in the Austrian context refers to the criticism of the discrepancy criterion and is used there in the pedagogical context. Furthermore, this contribution assumes that teachers construct their framework of action. Linked to this is an epistemological perspective on social constructivism.
Aim: The aim of this piece of research is to reconstruct the framework of action for teachers in integration classes at secondary level. In integration classes in Austria can teach up to three teachers. In this context, the question arises as to how these human resources are used by three teachers (teacher for German, the special education needs teacher and the support teacher)

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Corresponding author: E-mail: florentine.paudel@phwien.ac.at;

regarding reading/writing difficulties.

Methodology: Methodologically, the work is based on reconstructive social research according to Bohnsack. Associated with this is theory formation from the data material. The narrative-based interviews (n=8) were evaluated using the documentary method. The reconstructed action framework enables a differentiated presentation of the orientations and options for action of teachers in integration classes at secondary level.

Results: In conclusion, different options of action in connection with difficulties in reading/writing are discussed due to the orientation framework. Regarding the question of possible interdependencies or differences to the pedagogical discourse of teachers, the study shows that the statements made by the teachers are only partially compatible with current findings of the scientific discourse.

1. INTRODUCTION

Dyslexia is embedded in a broad discourse through research and literature and therefore it forms an important basis for dealing with reading/writing difficulties in the educational field. That is the reason why this discourse is discussed. The research of dyslexia is primarily subject to the medical-psychological paradigm. Related findings and studies include the subject areas of genetics, description of causes, neurological factors, developmental psychological principles, phonological awareness, and so on [1-4]. Furthermore, some papers deal with the question of its location. Reference can be made here to Alexander-Passe [5] who asks, 'Should "development dyslexia" be understood as a disability or a difference?'. This assignment is important as it creates a legal framework that either includes or excludes people who have dyslexia. Due to the necessity of a designation, the literature also covers the international discourse that deals with the consequences. The article by Riddick [6] Gibbs and Elliott [7] can be cited as an example, which explains the connection between designation and stigmatisation with special consideration of dyslexia. Another contribution that deals with labelling and the associated diagnosis from a medical-psychological perspective is "The lost children: The underdiagnosis of dyslexia in Italy. A cross-sectional national study" [8].

Furthermore, qualitative empirical studies can also be found. These studies show a different perspective on the research field, namely the perspective of those affected [9-11]. Another research approach describes ways or models that are intended to improve the situation of those affected and also open up opportunities in the national focus in the sense of best-practice examples [12-13].

The teacher's perspective is also finding its way into the academic debate [14-16]. In this work, the focus is on the one hand on teachers' knowledge about dyslexia and on the other hand on the relevant perspectives of people with dyslexia.

Another perspective of teachers shows that although there is a large number of empirical debates, there is also a lack of agreement on how diagnosis and support can be carried out in the context of school practice [17-18].

This contribution opens up a new perspective about research access, the evaluation of the data, and the associated results. A qualitative design was deliberately chosen to employ open research questions influenced by the participants' data creation in the form of narrative-based interviews. Furthermore, the work is based on the principles of reconstructive social research [19] which has not been carried out yet in this form in the context of dealing with this topic. Associated with this procedure is theory formation from the data material. Due to the many findings from the scientific discourse mentioned before, the question of possible interdependencies or differences to the pedagogical discourse of teachers arises. Therefore, this research project aims to address this research gap. The goal is to reconstruct the professional everyday discourse of teachers about reading/writing difficulties [1]. Thus, this

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[1] *The author uses the term 'reading/writing difficulties' to express that these are pupils who have difficulties in reading and/or writing without any further distinction. With this, the author wants to take up the discussion on the criticism of the discrepancy criterion, which applies to people with dyslexia. The discrepancy criterion described above has received a negative response in some studies, since the results of various studies [26-28] show that children with reading/writing difficulties show the same deficits regardless of intelligence level. From these results one can conclude that a conceptual*

piece of research assumes that teachers construct their framework of action about reading/writing difficulties. Reference can be made to Wortham and Jackson [20] who explains the construction of reading/writing skills in the Handbook for Constructivist Research [21]. The authors assume differently constructed mechanisms that confirm the assumption that the attribution of the ability to read and write is socially constructed. As an example, one may refer to Street [22-24] who argues that the ability to read and write is not a universal set of cognitive skills that humans can or cannot acquire. The term "constructivism" subsumes different approaches, all of which problematise the relationship to reality by dealing with constructive processes in accessing it. Access to the world of experience, 'the natural and social environment, the events and activities in it, runs through the concepts constructed by the perceiving subject and the knowledge formed from them. These then serve to interpret experiences, to understand and ascribe meanings' [25].

Fig. 1 illustrates this approach to the world of experience, which forms an essential basis for research from this epistemological perspective. Due to the epistemological framework, the orientation framework, which is defined as part of the framework of action, is derived from Fig. 1, since this figure is used to describe the individual's access to the world of experience.

Fig. 2 shows the theoretical presentation of the entire framework. Based on the epistemological perspective, the question arises of how teachers construct their framework of action in connection with pupils who have reading/writing difficulties. What knowledge is documented by the teachers in the data material? Linked to this is the question of possible interdependencies or differences between the pedagogical and the scientific discourse. In connection with the interpretation and the ascription of meaning, the question arises as to which knowledge is ascribed meaning. Another question concerns which knowledge is shared in this conjunctive experiential space and which knowledge is ascribed meaning there. Based on the documented orientation framework, the question arises about the options for action in connection with pupils who have difficulties reading and/or writing. The preferred term is 'options for action'

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differentiation into 'dyslexia', 'learning disability', and 'learning difficulties' is not necessary in the pedagogical context.

since the basic data consist of interviews rather than observation.

From the reconstruction of the orientation framework and the options for action from the teachers' data material, the action framework results. Therefore, the focus was on the following research questions:

- What orientation framework do integration class teachers have in secondary school when it comes to reading/writing difficulties?
- What possible courses of action do they describe concerning pupils who have difficulties reading/writing?
- Which changes do the teachers consider necessary in order to expand the framework and the resulting options for action?

2. METHODS AND MATERIALS

Methodologically, the work is based on the principles of reconstructive social research [19]. The orientation towards the reconstructive methodology according to Schütz [29] as well as object-based theory building [30] is fundamental. The process is designed to develop an object-related theory and is therefore closely related to the "Grounded Theory" method [30]. No hypotheses are set up in advance, but rather a theory develops from the research object itself or from the data collected. The procedure for the documentary method is similar.

2.1 Methodical Access to the Data Materials

With interpretative or reconstructive procedures, such as the documentary method, more methodical control should be achieved with only few interventions by the researcher. Accordingly, the question should be formulated as openly as possible. This approach enables the respondents to structure the communication themselves and thus they have the opportunity to describe whether the question is interesting in itself and under what aspect it is gaining in importance for them. The respondents, therefore, disclose how they interpret the question or how they translate the question and how the topic is developed in their language. The more detailed replies the respondents give, the lower the risk that the people conducting and evaluating the interviews will misunderstand them. Reference can be

made to Holstein and Gubrium [31] who summarise the importance of this methodological approach in connection with social constructivism in the following words: "It would seem far more productive to devote our attention to finding rigorous ways of examining the social context and the ways that the hows and the whats (as well as the whens and wheres) of interaction reflexively constitute that which can be situationally construed as consequential social context" [31]. A connection between social constructivism and the documentary method can be shown insofar as the documentary method is characterised by "a change in the analysis attitude from what to how" of a text [32].

2.2 Steps of the Documentary Methods

In connection with the described access to the data material and the data collection, the steps of

the documentary method will now be discussed. It distinguishes between three steps. These include the formulating interpretation, the reflective interpretation, and the creation of types [33-34]. In connection with the formation of types and the generation of theories in reconstructive procedures, these types can be generalised. This means that the ability to generalise depends to a large extent on the extent to which the type can be "demonstrated by other types and thus located within a typology" [35]. The prerequisite for these generalisation achievements is the determination of the limits of the scope of the respective type. Different types have to be empirically reconstructed in the case by showing different dimensions or "spaces of experience" based on the comparative analysis [34]. Consequently, in the context of the analysis of the data material, the focus is on working out types for the generation of theories.
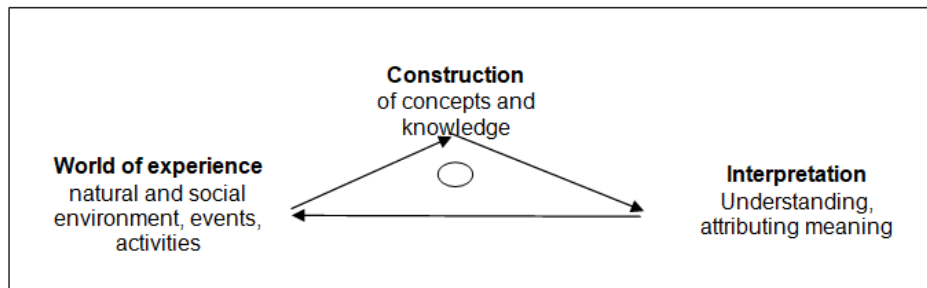
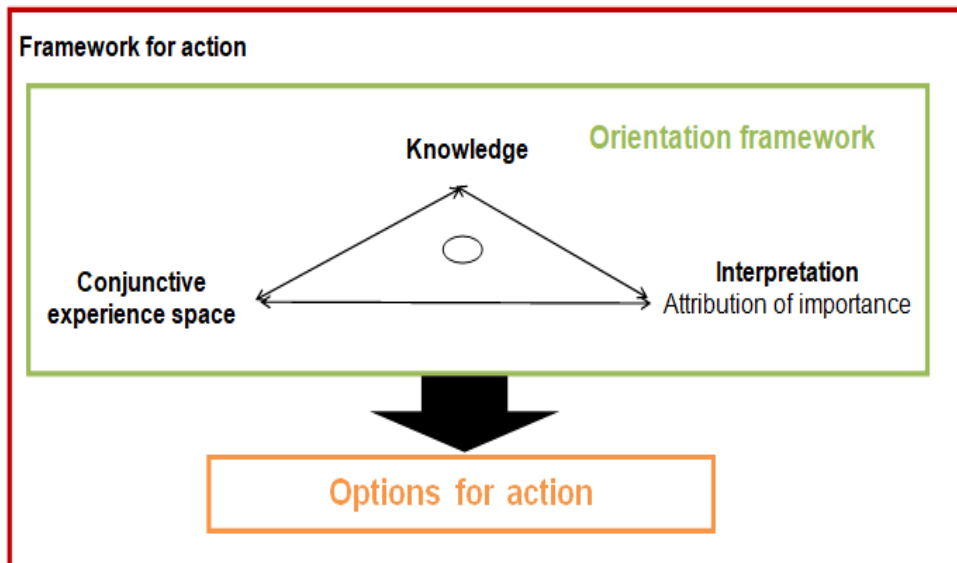**Fig. 1. Access to the world of experience of the individual [25]**

Fig. 2. Theoretical presentation of the entire framework

2.3 Sampling

The sampling consisted of eight teachers from four academic secondary schools. There were

- two special needs teachers,
- two support teachers[2],
- three teachers for the subject German,
- one teacher who was both a support teacher as well as a teacher for the subject German.

2.4 Saturation of the Data

In connection with the delimitation of the data material, due to the – albeit limited – number of five academic secondary schools that lead integration classes (mostly one class), and due to the willingness of four of them to take part in the study, there may be a saturation of the data material because no new typical basic attitudes could be reconstructed from the data material.

2.5 Implementation of the Narrative-based Interviews According to Nohl [34]

At the beginning of the study, a narrative-generating guide was created and trial interviews were carried out with three teachers. The guidelines were used flexibly in order to enable the interviewees to bring up their own, unexpected topics. Therefore, the focus in the interviews was on offering opportunities to report and to use examples to explain how decisions are made. Thereafter, thematic courses were created to conclude the questions generated in the guideline concerning the research question and the corresponding answers. Minor changes were made in the process. The questions and prompts used to conduct the interviews included the following:

- Tell me about pupils who, in your opinion, find it difficult to read and write!
- Tell me how you deal with the difficulties explained!
- How do you know how to deal with these difficulties?
- How do you explain these reading/writing difficulties?
- Tell me about activities that you do to improve reading and/or writing!

- Tell me which changes, from your point of view, would be important in order to better respond to pupils with these problem areas!

It should be noted that the discussions with the interviewed teachers were conducted in terms of methodical access to the data material and that the content and the in-depth information, therefore, deviated from the respective presentations by the teachers. This also meant that the key questions were all asked, but not necessarily in the given order.

The narrative-generating questions were mostly transferred to descriptions, whereby the questions asked gave the interviewees the opportunity to tell how, for example, didactic decisions were made, how certain situations that had also been specified by the teachers were dealt with, and how subject areas were opened up and had been deepened.

2.6 Insights into the Analysis Steps

After the interviews had been carried out, the data material was evaluated according to Nohl [34]. Then thematic courses were drawn up. The interview date and duration, the abbreviation for the teacher (which can be found in the appendix), a summary, and the time sequence were created. Most of the interviews were then transcribed, whereas those passages in the text that could impede anonymisation were not processed further. After the transcription, the formulating fine interpretation was made. Here, "each section is looked through sequentially for a more or less distinctive change of topic" and thus "main and sub-topics identified" [34] "For each sub-topic [...] a thematic summary is also prepared in full sentences and the researchers' own words" [34]. This step serves to distance yourself as a researcher from the text. This makes it clear that how the summary is made requires interpretation. After the formulating fine interpretation, the documentary method is followed by the reflective interpretation, which consists of a formal interpretation with separation of text types and a semantic interpretation with comparative sequence analysis. The separation of text types refers on the one hand to the formal, but on the other hand also to the semantic aspect of interviews. According to Nohl [34], a distinction is made between narration, description, argumentation, and evaluation. The steps discussed above were carried out for all individual interviews. The comparative sequence

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[2] *Support teachers are deployed either during lessons or in remedial courses, which mostly take place in the afternoon, and who are responsible for promoting pupils.*

analysis focused on finding cases (in the sense of the individual interviews), in which a so-called first statement on a problem or a topic was dealt with in a structurally identical manner. Accordingly, at the beginning of this sequence analysis, the interviews were compared to determine how the interviewees deal with a topic, which in turn means the orientation framework in which the respective person works on the topic. The Tertium Comparationis is the topic of the first statement, which initially related to the topics arising from the guideline questions [34]. The comparative sequence analysis mainly served to reconstruct the orientation frame in a first case by clearly distinguishing it from an orientation frame in a fourth and fifth case. "In the genetic type formation, the contrasting orientation frames of the comparative cases [...] acquire an independent meaning. […] An orientation frame A, which was initially only visible in the first case, can now also be worked out in the second and third case – and in this way replaced by the first individual case. And an orientation frame B, which was initially only visible in the fourth case, can now also be worked out in the fifth case – and in this way replaced by the fourth individual case; and so on" [34]. Consequently, the orientation frames reconstructed in one case were abstracted to the extent that they were contrasted with the orientation frames of other cases in a typifying manner.

Thus, the genetic type formation served to work out the different frameworks the interview partners used to work on topics and problems, which will be presented as a part of the results in the following section.

3. RESULTS

Relating the action framework shown in Fig. 3 with Fig. 2 'Theoretical presentation of the entire action framework' reveals a causal attribution concerning reading/writing difficulties. The orientation towards the attribution of the cause results from the question generated by the guidelines ('How do you explain these problems with reading and writing?') and is therefore initiated by the researcher. The data material documents the social environment, biological causes, and primary school as typical basic attitudes about the causes, whereby in the interviews, the social environment was mostly discussed in more detail and over several sequences, which highlights its importance. In this study, in connection with the typical basic attitude of assigning responsibility to the social

environment for difficulties in reading and writing, reference is made to early childhood language development, to (pre-)school development, and to 'learning disabilities'. Furthermore, some causes were described that were not at all within the framework of the relevant decrees (as in the decree for academic secondary schools, 2014). Since the teachers made no references to the decrees in the interviews or 4I stated in the interview that they would distribute them to the teachers, their relevance remains questionable for dealing with reading/writing difficulties. In this context, reference can be made to the study by Liegl and Wladasch [36]. They state, 'The Austrian school legislation lacks clarity [in connection with reading/writing difficulties] about the fact that discrimination is prohibited and equality is required. There are no specific requirements for making adjustments and instructions on when compensatory measures must be taken and where they have their limits.' Since these decrees are declared as optional provisions in school legislation and the clarity just mentioned is lacking, this may explain why their content played no role in the interviews. Furthermore, primary school is mentioned as a further cause in the orientation attribution of causes (1.1). In this regard, the lack of prevention, the emergence of deficits, and a lack of skills in terms of recognising dyslexia are mentioned. These descriptions are contrary to the measures required in the compulsory school decree, such as support diagnosis, support plan, and preventive measures [37]. In this context, it is interesting that the teachers address the lack of competencies of elementary school teachers implying that if support measures had been implemented there at an early stage, the teachers at the secondary level would have to deal with them less.

In connection with the orientation framework, an orientation based on experience (1.2) could be reconstructed. In this regard, the causes were partly derived from observations of everyday life and experiences with school children, so that scientific discourse was rarely discussed in the interviews. Furthermore, all teachers cite experience as a reason to deal with these difficulties. In their own experience, problem areas open up over time. These narratives mark a certain significance for the teachers, as they are articulated biographically on the one hand and describe the explicit, step-by-step verbal interpretation on the other hand. Therefore, experience oscillates between knowledge and interpretation.
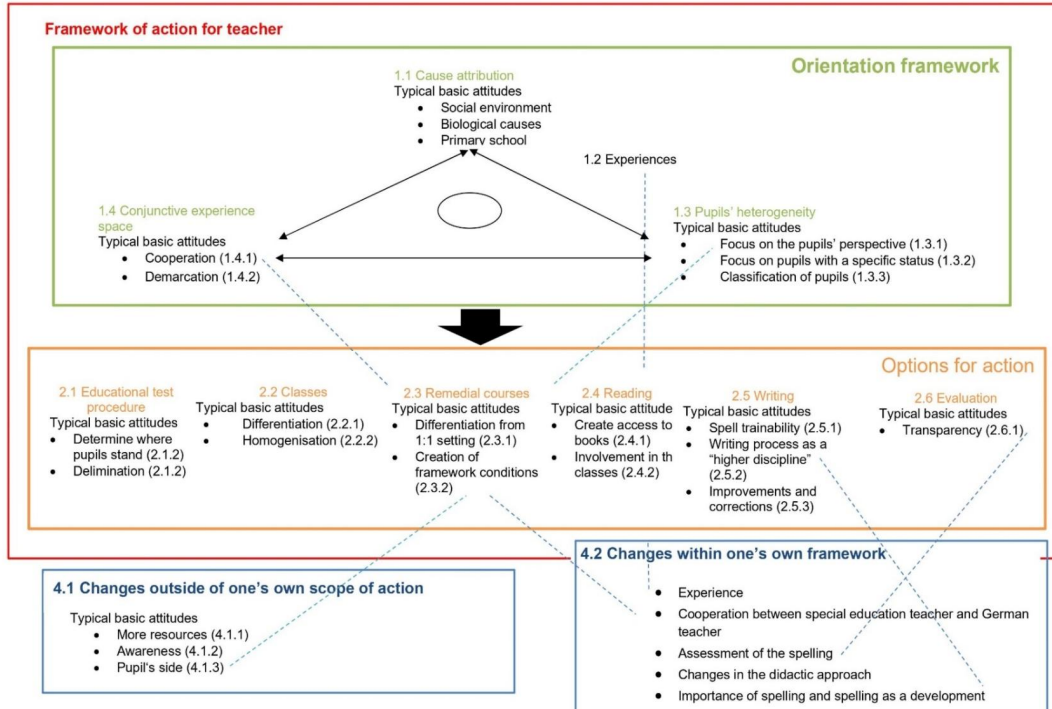
Fig. 3. Presentation of the framework of the interviewed teacher with cross-references

Based on the data and the first question in the guideline ("Tell me about pupils who, according to your impression, have difficulties reading and writing!"), the orientation was based on pupils' heterogeneity (1.3). In the beginning, the interviewees stated in various ways that they were confronted with different pupils. Based on the replies, the following three typical basic attitudes could be reconstructed:

• Focus on the pupil's perspective
• Focus on pupils with a specific status
• Classification of pupils

Regarding the 'focus on the pupil's perspective' (1.3.1), 1A[3], 1B and 3G indicated a dilemma between the curricular requirements and what pupils should bring with them from primary school in terms of performance. The dilemma from the perspective of the pupils, which is described in more detail by 1A, leads to different reactions on their part, such as withdrawal, aggression, and sick leave. In a further description by 1A, this tension is intensified by describing the pupil's awareness of their own 'weaknesses'. These are probably unspoken for

at all pupils in the class. 1A emphasises the 'hardness' of this tension with the word 'loser side', which in their opinion this student is on.

To describe the heterogeneity of the pupils in more detail, the teachers will explain individual cases in more detail. Here, examples of 'severe cases', but also more differentiated examples are given to explain certain focal points in the interview in more detail. For the representation of heterogeneity, as with the typical basic attitude 'focus on the pupils with specific status' (1.3.2), individual cases are described. Here, an orientation towards a 'broadening of horizons' is documented, which, however, is restricted by the limits of support and performance on the part of the pupil. In this typical basic attitude, an orientation towards the 'integration' of these pupils with a specific status can be reconstructed. The options for action derived from the orientation are described by 2E and 3F in that the pupils with a specific status are mixed with the regular pupils by changing seats. Furthermore, there is a conscious allocation of the 'integration children' by the teacher. This allocation process is described by 3F as a 'sensitive process', and they justify this sensitivity by the fact that the 'integration children cannot contribute anything' to the group. In a

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[3] A list of persons with the corresponding abbreviations can be found in the appendix.

background construction, 3F explains possible disadvantages and the need for support for everyone.

The third typical basic attitude is the 'classification of the pupils' (1.3.3). In this typical basic attitude, on the one hand, the problem areas in reading/writing are described in a more differentiated manner and, on the other hand, the pupils are classified into various groups. The classification is based on:

• pupils who are supported or not supported at home,
• pupils with "dyslexia", and
• pupils with a different first language.

In the data material, a distinction can be made between two typical basic attitudes in the orientation towards a collective space of experience (1.4). On the one hand, there is a basic cooperative attitude towards colleagues in the broadest sense and the family environment (1.4.1), and on the other hand, a basic attitude that provides for demarcation from colleagues (1.4.2). A cooperative attitude is described with special needs teachers, German teachers, special needs teachers, assistants, the library team, school psychologists, beginners over time, and to the family environment of all teachers. As a second typical basic attitude, the demarcation from the teaching staff can be distinguished. This demarcation is based on attitudes that are assessed as "important", but not shared by the teaching staff.

After the typical basic attitudes in the orientation framework, the options for action derived from them and their typical basic attitudes are now presented.

The second research question relates to the options for action derived from the orientation framework. Six orientations, from which the options for action result, could be reconstructed from the data material. When orienting towards educational test procedures (2.1), two typical basic attitudes are documented by the data material: Determination of where pupils stand in terms of performance (2.1.1) and the demarcation from test procedures (2.1.2). In the typical basic attitude of using educational test procedures, options for action are shown. In summary, these can be listed as follows: Text analyses to derive difficulties and to recruit pupils for remedial courses, the use of online tools to check or test competencies, the implementation

of the Salzburg reading screening, and learning type testing. In the text analysis of at least 4I – this teacher explains this analysis in more detail – so-called "dyslexic errors" are sought, in order to recruit pupils to the remedial courses. In this context, one may draw on the study by Lackner [38] which dealt with the 'performance progression in reading and spelling in primary school taking into account the influence of the dyslexia promotion course' and who, even then, described an insufficient selection of pupils for the promotion course by the class teachers in her study. Lackner attributes this to the ideas of the teachers and directors, who at that time were still attached to a 'traditional concept of dyslexia' according to Schenk-Danzinger (1968). Therefore, pupils with 'orientation weaknesses' – meaning that the pupils had difficulties with left and right –, left-handedness or so-called 'dyslexia-typical mistakes' were selected for the course. Since such 'typical errors' on the one hand do not occur very often and on the other hand also occur in pupils who spell fairly well and therefore do not represent an indication of a 'global spelling weakness', Lackner recommended a new concept for the selection and in the funding programme itself [38]. Even 25 years later – at least for 4I, who explicitly sees themselves as a dyslexia carer – this 'new concept' is unlikely to have materialised since on the one hand, the selection is based on the location and 'dyslexia-typical errors' and so-called 'partial performance weaknesses' in the support course itself. This assumption is supported by the results of Kitzler [39] who dealt with the effectiveness of school support for 'reading and spelling weak' children in Vienna and Lower Austria in the primary level within the framework of the diploma thesis and within the framework of the underlying ideas about the knowledge of dyslexia records, 'The views of the dyslexic support teachers show a very traditional picture of the tasks and concerns of a dyslexic support course [...] The dyslexic support teachers emphasize the importance of promoting basic partial performance through functional exercises' [39].

In the data material, two typical basic attitudes regarding teaching (2.2) can be seen, namely homogenisation and differentiation. Teachers who primarily classify the pupils orientate themselves towards homogenisation in the lesson (2.2.2). Accordingly, the pupils are offered learning content for everyone. Among other things, the reason given is the lack of a 'tool' for differentiation. Concerning these teachers, the

feedback of the 'weaknesses' plays a role. Suggestions for improvement are made here, but these are considered the responsibility of the pupils. From the point of view of these teachers, these "weaknesses" are compensated for either in the remedial courses at the school or privately (family environment or out-of-school institutes). In this regard, there is a difference to the typical basic attitudes that relate to the focus on the pupils (1.3.1). The differentiation (2.2.1) takes place mainly in the classroom with the help of different levels of difficulty of learning content and thus the 'weaknesses' are dealt with in the classroom, but also in the form of remedial courses. Based on the orientation towards remedial courses (2.3), it was possible to reconstruct the typical basic attitudes of demarcation from individual supervision that takes place outside of school (2.3.1) and the creation of framework conditions (2.3.2). The demarcation from individual supervision can be characterised by a homogenisation in the remedial courses that focuses on 'general' problem areas or preparation for school work.

The creation of framework conditions (2.3.2) as another typical basic attitude for attending the remedial courses is described above all by those teachers who focus on the pupil's perspective (1.3.1). In this context, it is about adapting the timetables to the pupils, whereby a tension between the teacher and the pupil or the family environment is shown if the teacher sees the attendance of the remedial course as important, but the student and/or the family environment do not take advantage of this option.

Further options for action are described in connection with the orientation on the topic of reading (2.4). The typical basic attitudes documented are creating access to books (2.4.1) and integrating reading into the classroom (2.4.2).

A distinction is made between various forms of reading in the basic attitude of integrating reading into the classroom (2.4.2). This represents a common distinction in action. In connection with loud and quiet reading, there is a difference in the didactic approach, in that on the one hand teachers refrain from having whole texts read aloud in class and on the other hand ascribing great importance to reading aloud that it is even brought closer to the pupils with a specially developed method. For both approaches, the teachers explain arguments that are conclusive from the teacher's perspective

and that are shared within the context of the conjunctive experience space. Another form of reading is what is known as 'individual reading', although this form is used differently in lessons – depending on the time resources – but plays a subordinate role in the context of reading aloud and quietly in the context of the interviews.

This basic attitude documents the importance of the motivation to read, in which 'the joy of reading' is the focus. In this context, teachers describe different approaches to how motivation to read can be sparked or maintained. On the one hand, teachers try to motivate pupils extrinsically and, on the other hand, teachers also describe a hybrid form between extrinsic and intrinsic motivation that depends on the pupils.

Reading a class reading is named as a further option, the use of which is explained over several passages. In the case of special education teachers, the adaptation of the content for pupils with special educational needs plays a role in this regard, whereby a difference in the didactic approach opens up here. A teacher summarises the content of a class on a few pages and creates assignments for pupils with special educational needs. The other teacher limits the reading of a book to three chapters, whereby these are read in class with the 'integration children'. This approach is argued for with the fact that reading the pages is very time-consuming due to the pupils' lack of vocabulary and therefore the book cannot be read to the end. Due to the lack of time in class, the majority of participants describe reading the book as homework that is sometimes accompanied by a review. In summary, different options for action concerning reading were described by the teachers.

In the orientation to writing (2.5), three typical basic attitudes could be reconstructed, namely the trainability of the spelling (2.5.1), the writing process as a "higher discipline" (2.5.2), and improvements and corrections (2.5.3). From this, in turn, options for action were derived. Regarding the typical attitude that spelling can be trained (2.5.1), a discrepancy opens up between the importance of spelling in school and outside of school. Today the opinion has become widely accepted in schools that spelling is no longer the decisive criterion for assessment. This change is based on the perspective of the teachers, who now see spelling as a development process and thus describe mastery as a development over

time. Different methods are cited as possible actions, for example keeping an error, the file is described as an individualised form, which however is not used for all pupils.

Further options for action are opened up about improving and correcting (2.5.3) written texts by the pupils. These possibilities relate on the one hand to giving feedback to the pupils and on the other hand to describing improvements in the competencies of the pupils.

An orientation towards the assessment (2.6) of pupils is documented in the data material. The typical basic attitude that results from the data is transparency (2.6.1), which is shown by different forms of assessment (written and verbal assessment), the disclosure of criteria, and the announcement of weighting of the schoolwork. In the case of teachers for whom a classification of the pupils (1.3.3) can be found in the data, the options for action in this regard lie in the feedback, which mainly includes the pupils' 'weaknesses' and it is up to the pupils and the family environment how to deal with reading/writing difficulties. This means that all pupils are faced with the same requirements and that the options for action can be seen in this context. A reference to the school system paradigm can be established, in which decision-making in the interest of the school system contributes to the development and maintenance of learning difficulties. In this context, the compensation for disadvantages from this perspective is no negative grades, but in the sense of the system mostly also no good grades for pupils with reading/writing difficulties [40].

Teachers who primarily focus on the pupil's perspective (1.3.1) open up different options for action. Areas of 'weaknesses' are initially not primarily taken into account in the assessment and thus the pupils are awarded a development process. Furthermore, there are options for action in this regard in the reference to attending remedial courses (2.3) and/or possible differentiated learning opportunities in the class to support this development process.

The third research question includes the changes that teachers consider necessary to be able to expand the framework and the resulting options for action. Due to the guideline-based prompt, 'Tell me which changes would be important from your point of view to be able to deal better with pupils with these problem areas!', changes (4.1) opened up that were described outside of the

teacher's framework of action. These changes are related to resources (4.1.1) and awareness (4.1.2).

The orientation towards resources (4.1.1) included topics such as a funding line in the afternoon, the opening of the timetable in the morning, the reduction of class sizes as well as an attribution of importance to resources due to the "new training" of inclusive educators and the resources for dyslexia carers.

Sensitisation (4.1.2) is located on the part of the teachers in both kindergarten and primary school. In connection with kindergarten, necessary language tests are described, which are seen as crucial for attending a language kindergarten. In the training of primary school teachers, a high level of importance is assigned to anchoring content that deals with the topic, so that prospective teachers are enabled to recognise these difficulties and preventively counteract them. Reference can be made to the summary of the results about the attribution of causes in connection with primary school, in which the importance of prevention options in elementary school was presented in a more differentiated manner.

Another change can be seen on the pupil's side (4.1.3). Reference is made here to the changed consumption and reading behaviour and to changed competencies, which are shown, among other things, in the transition from primary school to academic secondary school.

Changes are documented in the data that were described within the teachers' framework (4.2). These changes relate to changing experiences, the cooperation between special needs teachers and German teachers, didactic procedures, especially about reading, the assessment of spelling and, associated with this, the status of spelling in school (due to the attribution as a development process) and outside of school.

In connection with changes in the teacher's experience over time, a distinction can be made between attitudes that persist (e.g. giving time, freedom from fear) and those that have changed over time (e.g. education for independence).

The changes over time in the cooperation between the special needs teacher and the teacher for the subject German relate initially to the exchange of plans, which over the years has led to such an agreement being supplemented

by non-verbal signals in the classroom. Consequently, the teachers know how to deal with the decision-making processes in the classroom (for example when everyone can take part in a class). In connection with the cooperation between the special needs teacher and the teacher for the subject German, a connection to the praxeological study by Sturm and Wagner-Willi [41] can be established. The authors worked out the latent danger of the creation of lasting difference through cooperative practices by mainstream and special educators for subject teaching in Swiss schools along with performance requirements. This creation of difference between the academic secondary school pupils and the pupils with special educational needs in connection with the performance requirements can also be regarded as confirmed for this sampling.

4. DISCUSSION

The presentation of the results showed the reconstruction of the framework of action of teachers in integration classes at the secondary level. Regarding the introduction and the question of possible interdependencies or differences to the pedagogical discourse of teachers, reference can be made to the results of the first research question, which deal with the orientation framework. This shows that the statements made by the teachers are only partially compatible with current findings on the results of the discourse of dyslexia. The attribution of the cause was shown primarily from the teachers' experiences. Although these findings fit some of the attributions of causes in the scientific discourse, the primary school is assigned an important role in the causes and shows in this part a difference. The options for actions are reproduced from experience and show differences to the didactic discourse, especially in connection with loud and quiet reading. These results affect the professional understanding of teachers and should be addressed in the context of teacher training.

The research access enabled an innovative new knowledge process. Due to the thematic limitation to reading/writing difficulties, it would be interesting to transfer this research approach to other topics and target groups (primary school teachers, teachers in training, ...). These findings could be of particular interest for teacher training, as the results would reveal possible gaps in the training and thus be brought into focus in the context of curricular anchoring.

5. CONCLUSION

A new research approach was chosen for this research project, in which teachers were consciously given their say and the research process itself was not carried out in the chosen method of implementation. The reconstructed action framework enables a differentiated presentation of the orientations and options for the action of teachers in integration classes at the secondary level. It turns out that due to the orientation framework, different options for action in connection with difficulties in reading/writing are discussed. For example, reference can be made to the attribution of importance to heterogeneous pupils (1.3). This shows that teachers who take the typical focus on the pupil's perspective (1.3.1) refer to differentiated teaching (2.2.1) in terms of the options for action. In contrast to this, teachers who tend to adopt the typical basic attitude of classifying the pupils (1.3.2), derive options for action in the classroom that are offered to all pupils in the sense of homogenisation (2.2.2). Reference is made to remedial courses (2.3) that are intended to compensate for the difficulties to be able to attend such a lesson.

CONSENT

A written consent to participate in the study was obtained from the teachers.

ETHICAL APPROVAL

The research was approved by all the participating academic secondary schools and included only minimum risk for participants.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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