

# Protocol for checking dyslexia certificates

This is the 2017 review, conducted by the Dyslexia Topic Group, of the dyslexia protocol that was drawn up in 2012. The purpose of the checklist is to gauge the quality of the certificates.

## 1. Dyslexia certificates

A student with dyslexia is eligible for certain provisions; to make use of the provisions, the student must submit a request to the faculty's Examination Board together with a copy of the dyslexia certificate. The Examination Board decides whether an individual student may use the provisions or not (if necessary, with the study advisor's mandate).

The Examination Board will only accept dyslexia certificates that meet the criteria set by the Stichting Dyslexia Nederland [Dutch dyslexia foundation]. The checklist below contains both mandatory requirements (**in bold print**) and non-mandatory requirements. The certificate must at least meet the non-mandatory requirements. If a certificate does not meet the non-mandatory requirements, it is advisable to ask for the underlying report so that it becomes evident exactly what the impediments are and which provisions are recommended.

If a non-Dutch student claims to be dyslexic, it should, preferably, be proven by means of a Dutch or English translation of a dyslexia certificate.

## 2. Provisions

### The standard provisions:

- The student may take (interim) examinations in a separate room (M1-05/06)
- The student has a half hour extra examination time (M1-05/06)
- The examination text is enlarged and printed on A3 instead of A4 format paper.

### Other (additional points) provisions that may be necessary:

- The student may do examinations on a computer (H5-02)
- The student may use a dictionary
- Spelling mistakes are not counted as mistakes for the assessment
- The student may use the digital aids available at the institute.

## 3. Recommendations from the university psychologists and alternatives

If a study advisor or the Examination Board, after inspecting a dyslexia certificate, has doubts about the diagnosis, the university psychologists can be called in for advice. The university psychologist will examine the information that is already available by means of a substantive assessment of the diagnostic examination (case history, instruments) and, if necessary, he or she can interview the student.

The Examination Board has the final say on whether or not an individual student may use the provisions or not. If a student disagrees with the Examination Board's decision, he or she may lodge an appeal.

<b>Checklist for dyslexia certificates</b>	
<b>Type of dyslexia certificate</b>	<b>Check</b>
<b>Does the certificate state the student's name and date of birth?</b>	
Is there a validity date?*	
<b>The quality of the professional</b>	
<b>Was the certificate signed by a registered, specialised psychologist or education expert?*</b> <ul style="list-style-type: none"> <li>• Healthcare psychologist (BIG registration)</li> <li>• Child and juvenile psychologist (registered with the Dutch Association of Psychologists, NIP /Stichting Kwaliteitsregister Jeugd, SKJ [quality register foundation])</li> <li>• Education generalist (registered with the Association of Educationalists in the Netherlands, NVO)</li> <li>• Education specialist with a Post-Master degree (Stichting Kwaliteitsregister Jeugd, SKJ)</li> <li>• Members of Nederlands Kwaliteitsinstituut Dyslexie, NKD [Dutch quality institute for dyslexia]/Nationaal Referentiecentrum Dyslexie, NRD [national reference centre for dyslexia]</li> </ul>	
<b>Contents of the psychodiagnostic report that accompanies the dyslexia certificate</b>	
Is there a psychodiagnostic examination report attached which at least contains the following components presented in an imitable way? <ul style="list-style-type: none"> <li>• An identifying diagnosis (classification)</li> <li>• Explanatory diagnosis (grounds)</li> <li>• Indicating diagnosis (action plan, relation to other disorders, if any, impediments)</li> </ul>	
Is the certificate dated?***	
Is it clear from the report that there are absolutely no other causes for the reading and spelling problems?	
<b>Is it clear which specific impediments related to reading and/or spelling are experienced by the student?****</b>	
<b>Is it clear which assistance this students needs?****</b>	
<b>Is it clear which compensation/dispensation this students needs?****</b>	

\*In principle, a diagnosis is valid indefinitely. However, the treatment and provisions as regards equipment, assistance, compensation and dispensation described in the certificate are not indefinitely valid. A pupil in higher education will need, for instance, very different provisions than a child at primary school.

\*\*Please refer to the websites below to check whether a specialist is a member of one of the quality institutes for dyslexia or has BIG registration:

- [www.bigregister.nl](http://www.bigregister.nl)
- <https://www.psynip.nl/vind-een-psycholoog/>
- <https://Skjeugd.nl/register-zoeken>
- [www.nvo.nl/zoek-een-pedagoog/zoeken-in-registers.aspx](http://www.nvo.nl/zoek-een-pedagoog/zoeken-in-registers.aspx)

\*\*\* With a dated certificate, you can check whether the treatment, assistance and compensation/dispensation described in the certificate still apply and/or should be updated.

\*\*\*\*If a certificate does not mention that information, please ask for the underlying report.