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Struggling Readers

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Struggling Readers

Child development is a necessary process, and thus parents need to be available and monitor how their children are growing. Although growth is a step-by-step procedure that comprises playing with different colors, then understanding certain words and starting talking, the parent or caretakers need to monitor the child if they are progressing well based on their age. After the child begins realizing how to read and write, one can monitor some disorders such as dyslexia. Moss (2019) has focused on the definition of dyslexia. Dyslexia is a vital topic that requires special consideration in making people aware of how they can handle certain situations when showing signs on children. Many people do not understand dyslexia, which makes them follow the myths they hear from friends and other family members.

Moss (2019) views dyslexia as a particular learning disorder that is neurobiological in basis. I agree with the definition because individuals who have dyslexia come from a family with some people having the same condition. The learning disability is categorized by challenges of exact or confident word identification and deprived spelling and interpreting capabilities. The same source also added that the challenge of speaking and realizing words is caused by a shortage in the phonological elements of language, which is frequently unexpected in association with other reasoning capacities.

Moreover, Moss (2019) focused on another definition by the Individuals with Disabilities Education Act (IDEA), a law that leads special education in public institutions. IDEA defined specific learning disorder as any disability that is at least one of the fundamental psychological procedures comprising recognizing or utilizing language, spoken or written, that may occur in the defective capacity to speak, listen, dyslexia and brain injury. Although the definition is generalized, it still explains the learning disability. Similarly, the statistical diagnostic manual of

mental disorder (DSM-5) also focused on the definition of particular learning disorder as a neurodevelopmental challenge of biological foundation displayed in learning problems in obtaining education and noticeably in under-aged children and persevering for more than six months, not ascribed to knowledgeable disorders and developmental disabilities. Therefore, this definition matches dyslexia because it has indicated the disability in word reading fluency and reading rate accuracy.

Lane (2014) presented a video on the introduction to dyslexia. The podcast focused on providing answers to four questions, including the definition of dyslexia, the deficits linked with dyslexia, how the brains of individuals with dyslexia process language and essential intervention strategies. The examples provided have indicated a simulation on how an individual with dyslexia might read a sentence that offers a proper understanding of the disability and eliminates the existing misconception. The deficits connected with dyslexia are immense and significant. For example, the phonological processing deficits make children face challenges in understanding the processing of words' sounds, including phonemic awareness and memory. The occurrence of dyslexia is immense, and Lane (2014) states that one out of four children has dyslexia.

Understanding dyslexia is essential in handling children with the condition. Peltier (2019) concentrated on understanding how dyslexia affects children and the impact teachers have on the children. Peltier started by defining dyslexia and stated that it is a reading challenge. The source also added that the shortfalls of dyslexia are phonics and phonemic awareness because they always have a problem in relating the print on the page to speech sounds. Phonic consciousness is the capacity to realize, differentiate and operate the minimum sounds in the language that distinguishes the meanings. Moreover, Peltier (2019) claimed that when an individual reads an

unacquainted word, they will need first to identify the letter's sound then join the sound to come up with the whole world. Therefore, this joining of sounds together requires one to have phonemic awareness skills.

Phonemic awareness is an essential part of dyslexia individuals because it comprises intricate parts that require significant realization. Peltier (2019) emphasized that a more complicated phonemic consciousness is substitution because exercising substitution involves segmentation of the sounds in a word to a separated one sound, deleted and added into one sound. The process necessitates vital expertise with phonemes to exchange a sound since there are other elaborated stages than knowledge of segmenting phonemes. Currently, life has changed due to increased globalization. Therefore, society is developed based on reading and learning. Nevertheless, children born with learning challenges face extensive difficulties while in school because they are categorized as reading problems. However, dyslexia is not related to IQ.

Researchers have focused on providing critical and relevant information about dyslexia and ensuring they remove the myths concerning the disorder. However, more misconception exists despite extensive research that has helped scientist attain proper findings on dyslexia. According to UFLI (n.d), many myths surround dyslexia; for instance, they described the signs that individuals consider as a symptom of dyslexia, such as the reverse of letters and words. Another myth presented by the UFLI (n.d) is that the challenges in visual insight bring dyslexia; however, based on scientists, the disorder is a challenge in processing sound language, hence refuting the claims of it being caused by a vision problem.

Many misconceptions concerning dyslexia exist in societies. For instance, Lane (2014) claimed that another misconception that is critical in society is that it is common among boys than girls. However, another article by UFLI (n.d) added that despite boys being found with

more cases of dyslexia in academic institutions, the rate of both genders is equal. Moreover, the podcast by Lane (2014) added that the misconception that children speaking English are more vulnerable to dyslexia than those from other languages is a myth that requires particular consideration because it makes many children suffer silently. There is no gap and category for those who have the disability because it can attack anyone.

The international dyslexia Association (2017) presented a handbook that focused on dyslexia in the classroom, aiming to provide specific awareness to the teacher on how they can help the children suffering from dyslexia. The extent of challenges children with dyslexia has with spelling, reading and speaking differ from individual to individual because of genetic variations in brain growth and the form of training. The brain is ordinary and brilliant as usual; however, with the strong points in the regions apart from the language area, the variations always appear unrealized until an individual experiences challenges when learning to write and read. Therefore, the toolkit intended to give educators essential information concerning dyslexia, refute some misapprehension and ensure diversity for learners in the classroom.

As a teacher handling students with dyslexia is challenging; however, their needs can be accomplished through providing appropriate accommodations for them to ensure effective learning. For instance, they can be provided with more time to complete their tasks, assisted in taking notes and providing the taped test. Another way to help these children attain their needs is by providing them with reading guides that will assist them in comprehending the key concepts. Johnston (2019) stated that reading guides can be arranged based on paragraphs, pages or sections. Meeting the students' needs provides them with the ability to achieve and finish their education; therefore, as a teacher, they are obligated to ensure the students have all they need, including giving them more practice to ensure they master the content taught.

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