

# Dyslexia and Inclusive Education

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## Abstract

*Reading difficulties are the hallmark of dyslexia, a learning impairment caused by problems in decoding speech sounds and comprehending how they relate to letters and words. Often called a reading handicap, dyslexia result from individual differences in language-related cognitive processes. Inclusive education, on the other hand, entails facilitating the learning of students with diverse needs alongside their peers. This approach allows students with varying experiences and special requirements to integrate into regular schools like any other student, ensuring that no one is excluded from education based on their needs. Addressing the specific challenges faced by students with dyslexia involves various tasks. This study aims to examine the implementation of inclusive education for students with dyslexia, employing a descriptive research methodology. Interviews, reports, publications by various academics and researchers, books that have been published, articles in a variety of journals and periodicals, conference papers, working papers, websites, and other sources will all provide data for the study.*

## Introduction

The International Dyslexia Association defines dyslexia as a particular type of learning problem that has a neurological cause. It is characterized by difficulty with spelling, comprehension, and accurate and/or fluent word recognition. These problems usually result from a lack of proficiency in the phonological aspect of language, which may come as a surprise considering a person's other cognitive skills and exposure to quality classroom training. Secondary impacts can also include a decreased reading experience and trouble understanding what is being read, which can hinder vocabulary and background knowledge growth. The National Institute of Child Health and Human Development (NICHD) has also accepted this definition of dyslexia.

As a result, dyslexia are a unique learning condition that frequently shows a family pattern and is thought to have its origins in the way the brain functions. Dyslexics have trouble understanding and articulating spoken language sounds, which makes it difficult for them to read words clearly and fluently. Spelling is another area in which dyslexics struggle. Reading comprehension and vocabulary problems might arise as a consequence of restricted reading experiences brought on by difficulty reading. A sizeable portion of the population-between 5% and 20%-is affected by dyslexia; the Department of Biotechnology estimates that 10% of Indian children are affected. This literacy problem affects more than 35 million kids. (Today in India, 2021)

## **Significance of Initial Finding of Specific Learning Difficulties**

According to Udupa, dyslexia affect 2–18% of elementary school kids in India, dysgraphia affects 14%, and dyscalculia affects 5.5 percent. Every year, from October 5 to October 11, we commemorate Dyslexia Awareness Week to raise awareness of this learning disability.

## **Dyslexia Causes**

A single, comprehensive explanation explaining the genesis of dyslexia does not exist. According to recent functional Magnetic Resonance Imaging (fMRI) brain research, the disorder may be caused by particular deficits in the left frontotemporal area or abnormal asymmetries in the left perisylvian portions. However, a large body of research indicates that children with dyslexia are invariably impaired in phonologic awareness, which distinguishes them from those who do not struggle with reading.

## **Twin Aspects of Dyslexia**

Even though the majority of people may exhibit one or two of these traits, dyslexia is not always the result. A person with dyslexia is generally identified by the persistent display of many characteristics that impede their ability to learn.

## **Verbal Communication**

Children may have trouble pronouncing words correctly, have delayed language development, have trouble learning new words, have trouble adhering to directions, show confusion regarding concepts such as right/left or before/after, have trouble learning the alphabet, nursery rhymes, or songs, have trouble understanding concepts and relationships, and have trouble remembering words or names.

## **Construing**

Children who struggle with oral language proficiency may also find it difficult to understand written material. Youngsters may have difficulties when they attempt to read, as well as when it comes to activities like counting syllables in words and creating or recognizing rhymes (phonological awareness). They might struggle with phonemic awareness (hearing and manipulating word sounds), phonological processing (identifying individual sounds in words), phonics (learning the sounds associated with letters), and rapid letter name or shape recall. Furthermore, difficulties with letter alignment when reading or spelling may occur, leading to typical short words being misinterpreted or omitted. Additionally, when reading aloud or silently, children may have a tendency to stutter over lengthier words and show poor reading comprehension.

## **Inscribed Linguistic**

Children may find it difficult to put thoughts on writing, frequently misspell words, do well on weekly spelling exams, but find it difficult to edit and spell in their regular work.

## **Additional Common Indications of Dyslexia**

Youngsters may struggle to name letters, colors, and objects quickly enough (RAN: Rapid Automatized Naming). They might not retain lists, instructions, or information well, therefore in order for them to acquire anything, they need to be exposed to concepts more than once. These issues may also be indicated by visual or aural cues that divert attention, a downward trend in academic performance or achievement test results, irregular homework completion, and comments from teachers advising more effort or calling the child lazy. Moreover, it is possible that relatives have experienced comparable issues (Reid Gavin, 2013).

## **Common Elements of Additional Learning Disorders**

Individuals with dyslexia may experience associated disorders, including Dysgraphia, a neurological condition impacting handwriting and fine motor skills. Dysgraphia may manifest as an insecure or inconsistent handedness, slow and poorly formed handwriting, disorganized papers, difficulties in copying, poor fine motor skills, and challenges in remembering the kinaesthetic movements required to form letters accurately.

A mathematical learning disability known as dyscalculia is characterized by difficulties with precise counting, possible number misjudgments, memory loss and recall of math facts, difficulties copying problems and finishing written assignments, recurrent computation errors, and trouble remembering mathematical vocabulary concepts. The neuro developmental disorder known as ADHD (Attention-Deficit/Hyperactivity Disorder) is common in children and is typified by difficulties paying attention, fluctuating focus, distractibility, impulsivity, and hyperactivity. Persistent developmental disorder dyspraxia impairs both fine and gross motor skills as well as cognitive abilities. Dyspraxias may have trouble controlling their face muscles in order to make noises, as well as trouble planning and synchronizing their body movements. Executive functioning issues and dyslexia frequently coexist, resulting in problems including misplacing papers, having trouble keeping track of time, missing schoolwork, having an untidy desk, feeling overloaded with information, and working slowly (IDA, 2019).

## **Categories of Definite Learning Disabilities**

The phrase “specific learning disability” refers to a broad category that includes many different kinds of learning difficulties. It could be discovered through an educational evaluation that your child struggles with a particular type of learning in a given subject. As an illustration, this could appear as dyslexia, a specific learning impairment in reading, dysgraphia, a specialized learning disability in writing, or dyscalculia, a specific learning disability in mathematics.

## **The Teacher’s Role**

Schools and educators play a crucial role in identifying students experiencing challenges in reading, including Dyslexia, and are responsible for instructing them in reading skills. Each school should establish a student support team consisting of teachers and professionals such as school psychologists, speech-language pathologists, and relevant specialists. Teachers bear the responsibility of recognizing complications encountered by students in the teaching-learning process, avoiding preconceived notions. It is the educator’s duty to identify and acknowledge challenges presented by students in the classroom. In cases where learning disorders are suspected, the teacher is obligated to inform both the parents and the school. This facilitates the necessary actions for the child’s academic success, and if needed, the teacher may recommend that parents seek guidance from specialists (Myrian Abecassis, 2019).

Educators possessing accurate understanding of dyslexia are better positioned to assist students in overcoming challenges associated with this condition. The role of teachers is crucial in identifying and supporting students with dyslexia, underscoring the importance of having accurate knowledge about dyslexia. Various studies conducted in different locations highlight the need for educators to receive training in various learning disabilities and understand the characteristics of students with learning difficulties. The sooner dyslexia is recognized, the more effectively the child can be supported in acclimating to a learning approach that suits their specific requirements.

## **Teachers can help Children who are Dyslexic by**

Provide kids with a range of sensory activities, such as colouring pages and stories, in line with every book they read.

- Choose novels with a lot of word and phrase repetition.
- Introduce dramatic pauses while reading to allow students to participate in completing refrains.
- Engage in games that involve matching sounds.
- Broaden a student's drawing capabilities to encompass shapes like rings, triangles, squares, and various facial features like eyes and a mouth.
- Give pupils further letter writing practice using the whole alphabet and numbers up to 10.
- When a child is writing or painting, support them by resting your hands over their hands.
- Provide more time to finish assessments, gradually cut back on help, give students more opportunities to practice writing and spelling in a variety of contexts (such as emails and diaries), and promote the use of sub-vocalization and self-tracking questions.

## **Inclusive Education**

The term “inclusive education” (IE) refers to a procedure that aims to remove barriers to and within the learning environment while addressing the unique needs of all students. According to UNICEF's 2007 guidelines, it entails enrolling the child in the local school's age-appropriate class and providing them with individualized support. Consolidation, or inclusive education, improves the educational system's capacity to meet the needs of all students. The objectives for “Education for All” were established in 1990 at the Jometin World Conference in Thailand. This conference said that all people, regardless of age, should have access to educational opportunities that meet their basic learning needs (Dash Neena, 2006).

With an emphasis on the welfare of the crippled, the Directorate for the Rehabilitation of the crippled was created in 1992 by splitting off from the Directorate of Social Welfare. Later, in 1999, the Directorate was promoted to the Office of the State Commissioner for the Disabled in compliance with the provisions of the Persons with Disability Act of 1995. The Department for the Welfare of the Differently Abled has established a board to investigate the execution of particular dyslexia policy initiatives in Tamil Nadu, realizing the necessity for an all-encompassing strategy. Johny Tom Varghese, the state commissioner for persons with disabilities, stressed the commission's objective of defining guidelines for identifying and treating dyslexia inside an all-encompassing legislative framework.

Learning-disabled children are frequently ignored, which makes them more susceptible to crime and other dangers, especially in cultures where stigma and awareness are low. Antony emphasized that educators are usually the first to push for these kinds of adjustments. Schools need to be made aware by specialists who cover a wide range of Specific Learning Disabilities (SLDs), as specified by the Rights of Persons with Disabilities Act of 2016. Antony contended that these problems have to be acknowledged as problems that have solutions rather than being demonized. While accommodations for kids with learning difficulties, such extra time, scribes, and exemptions for second languages, make sense during public exams, early detection and remediation are hampered by instructors' and parents' lack of knowledge.

Provisions are made to provide five percent of seats and a five-year upper age relaxation in admission for differently abled persons in government and government-aided higher educational institutions in accordance with Section 32 of the Rights of Persons with Disabilities Act, 2016 (Government of Tamil Nadu, 2023).

The government can provide instructors with special education training, as well as basic awareness and training programs on dyslexia. Their accountability for recognizing dyslexic

youngsters is increased by this endeavor. Some schools are not following government directives that support inclusive education for students with dyslexia. The impacted children and their parents may experience increased stress as a result of this circumstance. It's critical to make clear that inclusive education goes beyond just putting students with special needs in ordinary classrooms. Rather, it calls for recognizing their differences, honouring their uniqueness, facilitating their involvement in all school-related activities, and offering assistance to teachers so they can improve their teaching and the kids reach their full potential.

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