

dyslexia

by Dyslexia Dyslexia

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Based on the video, various aspects in relation to dyslexia are the definition of the disorder, deficits associated with the disorder and basically how the brain of those affected by the disorder process language compared to those not affected by the infection. Among other aspects discussed in the article are myths or misconception about dyslexia as well as facts about the disorder, dyslexia manifestation, and intervention measures for students affected by the disorder, signs and symptoms of Dyslexia, tools, strategies, screening, evaluation as well as Diagnosis of dyslexia.

What is dyslexia?

Considering the video and the articles provided, they both give the definition of Dyslexia. The 'dys' holds the meaning of impairment, lack of, not, difficulty as well as abnormal. Lexia on the other hand means language, words or reading. So the combination of Dys and Lexia becomes dyslexia which means reading difficulty experienced among children at their younger age. The International Dyslexia Association (IDA) on the other hand tends to define dyslexia as being a specific disability in learning which is not biological and has no origin. It is characterized by difficulties with fluent and accurate and fluent word recognition by poor decoding abilities and spelling. Dyslexia being characterized by difficulty in accurate and automatic recognition of

words, decoding tend to be laborious and slow. Thus difficulty in comprehending the text this is as a result of lot of the cognitive energy spent in decoding.

Also, it is stated that, dyslexia if not diagnosed at a young age, it can as be seen among elder people. Reference to the video and the articles provided, about more than eighty percent (80%) of educators who are in service tend to believe that, seeing words and letters such as (seeing letter b as d, or reading was as saw) and having difficulty in visual-perceptual are characteristics of dyslexia and this is never the truth. Instead, difficulty in the language based reading the definition of what exactly dyslexia is. Various deficits associated with dyslexia includes phonological deficit as well as naming speed deficit. Phonological core of language is the typical deficit of those having dyslexia. Student having dyslexia poses the phonics and phonemic awareness deficit, thus find it difficult connecting the page print to speech sound to have access to language on it.

What are some myths and facts about dyslexia?

Despite a lot having been covered and learned concerning dyslexia I the past years, there are still inaccurate information about dyslexia. A lot of the myths about dyslexia tend to spread and remain persistent over certain period of time. The following are some facts and myths about dyslexia.

Reversals of and words seen as symptoms of dyslexia. Words and letters reversals tend to be common at the early stages of learning to write and read among dyslexic and average students alike. This is a representation sign of words and letters, it has not been established firmly, not that a student necessarily has a disability in reading.

Dyslexia tend to be assign of low intelligence: The dyslexia tends to affect both students with average, low or high intelligence. The neurological basis of the phonological difficulties in processing in people is not dependent on the intelligence quotient (IQ) of individuals .Dyslexia is

more common in boys compared to girls: Despite more boys being identified to be having dyslexia frequently, it tends to be affecting both girls and boys at the same rate. Apparently, female students tend to be silently struggling and thus not in apposition to be identified as having dyslexia.

Dyslexia is curable: dyslexia is are presentation of a long lasting challenge but when intervened, it tends to produce positive impact on the skills utilized when reading. Also, accommodation tends to minimize the effect of dyslexia.

Dyslexia affects individuals who speak English: This is not true because dyslexia tends to occur in all nations worldwide which have the written language which includes logographic and alphabetic languages.

If children are given enough time, they will be able to outgrow dyslexia. This is never a problem which can be outgrown, instead, there I strong evidence that student having this problem tend to proceed to persist in their difficulty in reading and not just develop it later compared to an average students. There is enough evidence that, students with dyslexia experience the similar reading difficulties even in their adulthood as well as adolescence.

Another might is that, people with dyslexia tend to get some benefits from lenses or colored texts overlays. Since the problem is not associated with perception, still there is no evidence supporting this idea that special lenses or colored overlays affect the reading of words and letters for individuals with dyslexia.

As a teacher, what are some ways you can help meet the needs of students?

Being a teacher, I intend to agree that, ways to be utilized meet the expectation of the students having dyslexia has to be intensive, systematic, explicit and most importantly it should be focused on the language structure. Also, some specialist believe that, interventions has to be multisensory.

As a teacher, I will be able to utilize the following tips, strategies as well as tools within the classroom setting. Generally, I will be able to accommodate the needs of all the students by involving materials, interactive instructions as well as performance of each of the students.

First, I will be able to utilize explicit teaching procedure. Since a considerable number of commercial materials do not allow me as a teacher to utilize explicit procedure while teaching, I will be able to adapt any other material which I will include the procedures. As a teacher I am able to include these explicit teaching within my lesson which would include, demonstrating the skills, presenting an advanced organizer, setting up independent practices, monitoring the practices as well as reviewing.

Secondly, I will be able to provide much additional activities for practice to students with learning difficulties. I will do this because, many materials usually lack enough activities which students can practice on them in order to acquire mastery on the skill selected. As a teacher, I always need to provide supplementary materials having practice activities. The practice exercise which is recommended include peer teaching, additional worksheets as well as Self-correcting materials.

Thirdly, I will be able to use recording devices. While I am in class, I can opt to record specific lessons for that population of students with dyslexia. They can replay the recorded tape when they need to fully understand the concepts and directions. For students to be able to improve their skill in reading, they are in apposition to read the printed letters and words silently when presented on tape.

In summation, other the above listed method, I will as well be able to utilize the following other ways which include; using assertive technology, developing reading guidelines, avoid monotony of work by providing small amount of work to students, maintaining daily teaching routine,

simultaneous combination of both visual and verbal information as well as emphasizing on daily review of previous lessons which will be able to assist students connect the information with the prior knowledge.

Reference

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