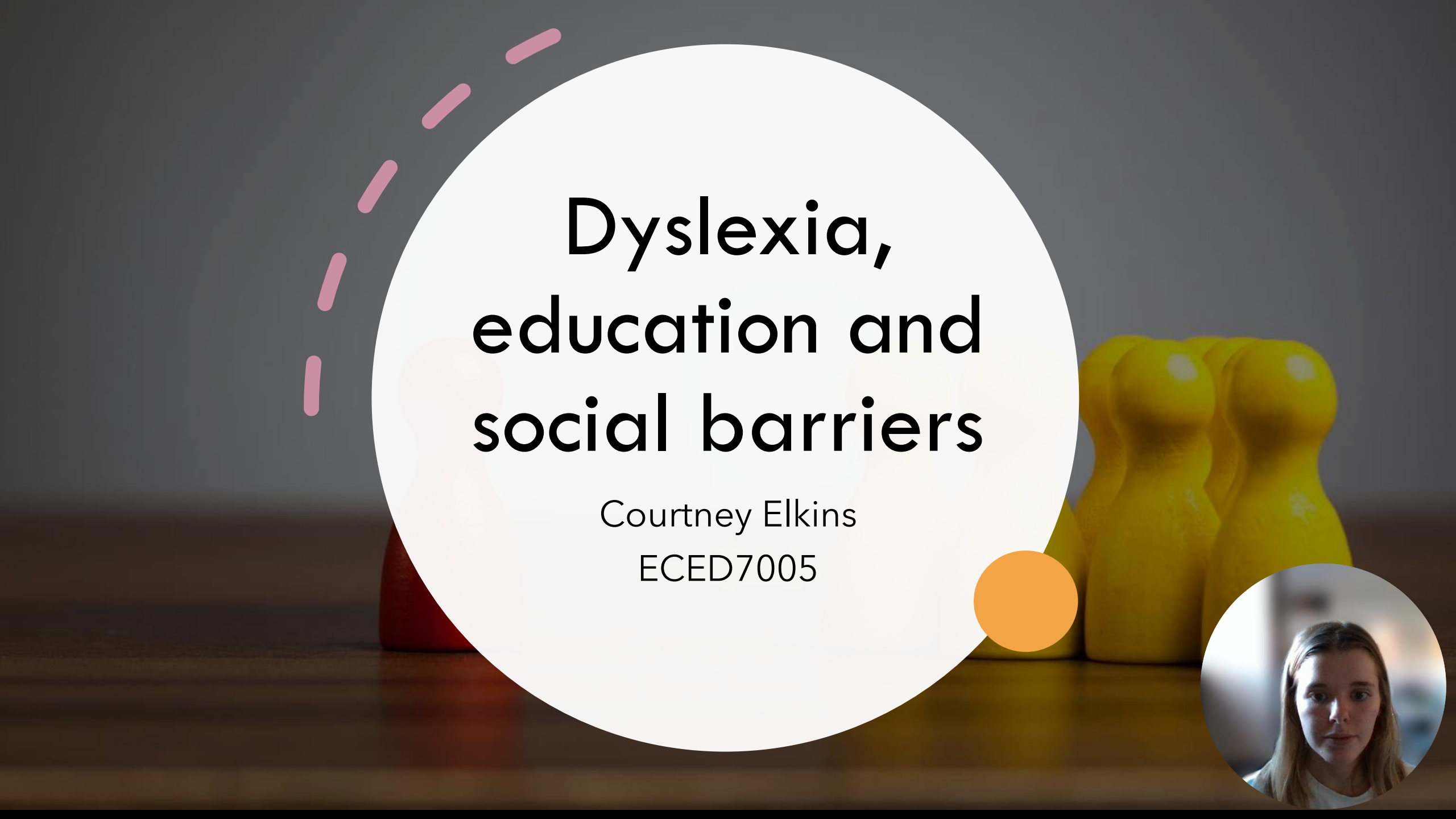




Dyslexia, education and social barriers

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ECED7005





Presentation overview

- Introduction to social group
- Education barriers
- Social barriers
- Exclusion experienced
- Future recommendations
- Video link-
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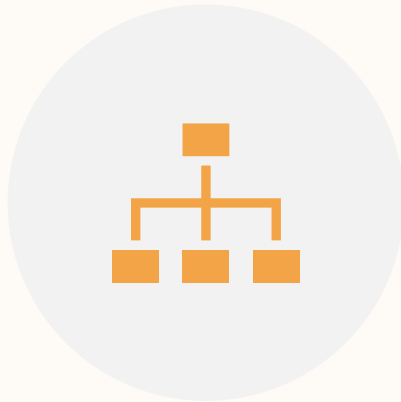


Dyslexia

- The word dyslexia-Greek language 'difficulty with words' (Dyslexia Wales, 2024)
- Roitch & Watson (2019, p.1)- neurobiological language learning difficulty
- Snowling, Hulme and Nation (2020)-neurodevelopmental disorder.
- figure- 1 in 10 in the UK, equating to 6.7 million people (British Dyslexia Association, 2024)
- Dyslexia affects 20% of population (Johnston & Scanlon, 2021).
- 'Unseen disability'- (Cameron, et al., 2019)
- It is not a clear- cut diagnostic category, behaviour outcome of risk factors such as genetic and environmental (Snowling, 2017)



Characteristics of Dyslexia



CAN AFFECT INFORMATION PROCESSING,
WORKING MEMORY, ORGANISATION SKILLS
(BDA, 2020).

MAGNOCELLULAR THEORY (STEIN, 2012)



EFFECTS ACCURACY AND FLUENCY IN
READING SKILLS (BRITISH DYSLLEXIA
ASSOCIATION, 2018)

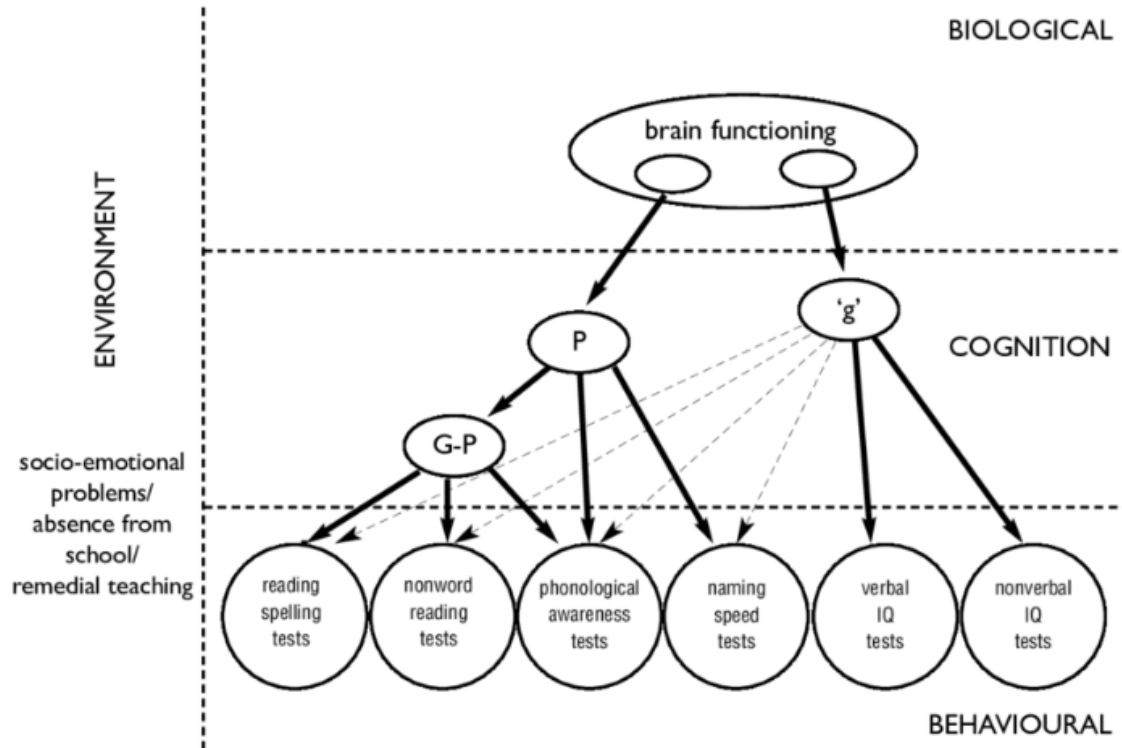
THE PHONOLOGICAL DEFICIT THEORY
(SHARE, 2021)



SNOWLING, HULME, AND NATION
DIFFICULTY WITH SPELLING AND



Frith and Mode (1995) levels of dyslexia



Biological

Cognitive

Behavioural



Equality Act (2010)

- Definition of disability- 'a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (Equality Act 2010, S6)
- 'Disabilities can arise from a wide range of impairments' such as- developmental- dyslexia.
- Adverse effects carrying out daily activities- Equality Act (2010) uses the example of an individual with a mild learning difficulty who takes an extended time to assimilate information.
- NHS (2022) 'presents challenges on a daily basis'
- Dyslexia results to long-term impacts within factors of life, such as education (Forsey and Nevill, 2023) and peer and family relationships (Huang, et al., 2020)



Social model of disability

- The social model stemmed from the fundamental principles of disability documents in mid 1970's (UPIAS, 1976)- created the phenomenon that disability is not caused by impairment, however barriers (Oliver, 2013)
- Aragon (2013)- 'The social model of disability posits that disability exists due to society's failure to remove social, economic, and environmental barriers.'
- Other researchers view the social model as a practical tool to improve individuals' lives (Oliver, 2008, pp.396-409), and to create a greater understanding of diverse disabilities (Levitt, 2017)



The social model of disability



Disability Action
Haringey (2024)



Social barriers

- 'The social model reconceptualises disability from an individual problem caused by neurology to a social problem resulting from social exclusion, which are conceptualised as social barriers' (Oliver 2009, p.52)
- 'Disabling barriers' caused by society-(Macdonald, and Deacon, 2019,p.6)
- Lack of awareness- Cekiso (et al) 2018 study- dyslexic adolescents outlined negative interactions with their peer leading them to become segregated and negatively impacted



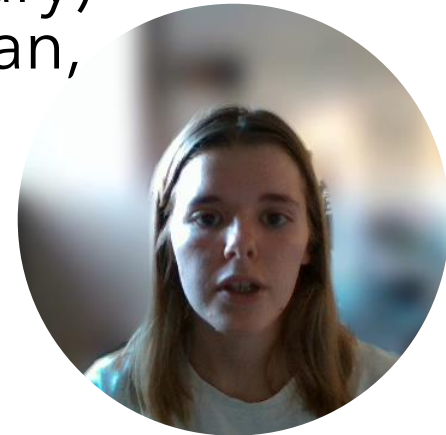
Social barriers

- Hardship understanding social settings, body language, may isolate (Sako, 2016, p. 179).
- Increased risk of experiencing poor mental health (Boyes, et al., 2023)
- Social anxiety disorder-
- Huang (et al., 2020) study Introverted, poorer social interaction.
- Dyslexia is linked to stigmatisation (Riddick, 2000)
- Qualitative study- Glazzard (2010)- dyslexic participants experienced negative label.



Education barriers

- Grammar, punctuation and spelling, lack of fluency (University of Strathclyde Glasgow, 2024)
- Poor working memory- examinations (University of Strathclyde Glasgow, 2024).
- Teachers lack awareness- studies reveal that teachers compared dyslexic students to the average learner (Collinson & Penketh, 2010).
- Dyslexia can affect academic motivation (reading, vocabulary)- children who read are more likely to become skillful (Morgan, 2007)



Education barriers

- Evidence- individuals with dyslexia obtain poor educational attainment (Prior, et al., 2017)
- Difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities (Dyslexia Scotland, 2017).
- The National Curriculum fails to incorporate the education of disabilities and learning difficulties (Department for Education 2014). – This can contribute to disablism- ‘the social, political, cultural and psycho-emotional exclusion of people with physical, sensory and/or cognitive impairments’ (Goodley, 2017)



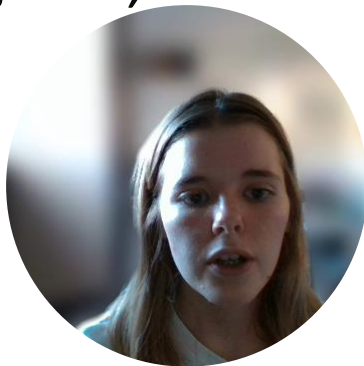
Education system

- Dyslexia definition – ‘Specific Learning Difficulty that primarily affects the skills involved in accurate and fluent reading and spelling’. (The Education Hub, 2022)
- SEND code of practice- meeting the needs of dyslexic students does not require a diagnostic label or test, expectation of teachers to monitor progression and provide support when necessary.’ (The Education Hub, 2022)
- Higher education- disability support allowance (DSA)- Purchase special equipment or specialist notetaker.
- Access arrangement- 25% allocated extended time during examir (Standards and Testing Agency, 2024)



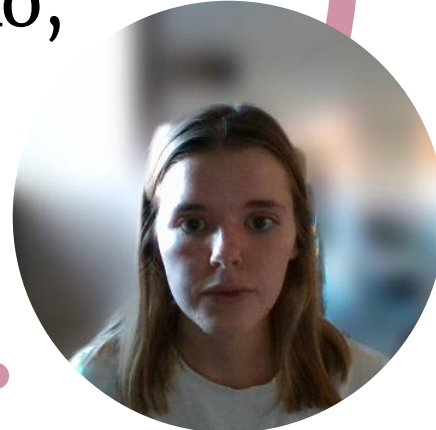
Conflict theory

- Focuses on differences in power within social groups (Frederick and Paige, 2014).
- Purpose of the education system is to maintain social inequality between classes 'a powerful means of maintaining power structures' (Mishra, 2013, p.1).
- dyslexia obtain poor educational attainment (Prior, et al., 2017).
- Paid employment rates for adults with learning disabilities with long-term social care do not seem to be increasing over time (Public Health England, 2020).



Future recommendations

- Equality Act (2010)- Cameron et al., 2019) legal obligations of university disability support unit within this Act- Higher education disability allowance cuts, estimated at 70% of DSA budget (British Assistive Technology Association. 2014). Causes an inaccessible and unsupported education (National Audit Office. 2007).
- The definition of dyslexia is used broadly, within the UK- 'learning difficulties' 'literacy difficulties' without clear distinction (Elliott and Grigorenko, 2014)



Future recommendations

- Children are not routinely screened for Dyslexia within the UK (BDA, 2024).
- Dyslexia is difficult to measure, researchers have not reached a consensus around what dyslexia involves and whether the learning difficulty differs (Andresen & Monsrud, 2020).
- Early diagnosis can aid to maximise educational potential (Breadmore, Colenbrander, and Ricketts, 2018). 80% of children with dyslexia in the UK remain undiagnosed (Dyslexia Wales, 2024).
- Education of disabilities and learning difficulties within the National Curriculum encourage ableism.



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