

What is Dyslexia?

ECEY6006- Supporting Children with Additional Learning Needs - Dyslexia

Barriers

Strategy to support Dyslexia.

Dyslexia is a learning disability that affects both children and adults' ability to communicate and read in their native language (British Dyslexia Association 2021). In contrast to learning disabilities, dyslexia, according to the National Health Service (2018) does not have an impact on intellectual ability. It only has an impact on the reading and writing skills that are associated with the learning process. According to estimates, one in every ten people in the United Kingdom has some degree of dyslexia (Gov. UK, 2017). Dyslexia is a lifelong challenge that causes daily difficulties; however, support is available to assist all those affected by dyslexia in achieving success in school and in their careers.

What does Dyslexia look like and how is it diagnosed?

Dyslexia manifests itself in a variety of ways in young children, the most common of which are:

- It's difficult to remain still and pay attention at times.
 - Misinterpretation of words and letters
 - When more than one instruction is given, it becomes difficult to complete the task.
 - In the year 2021, the British Dyslexia Association published their findings. If the symptoms of dyslexia are recognised by families or practitioners, they can then work together to develop a plan that will help the person with dyslexia achieve the best possible outcome. (ferdman,2021).
- The National Health Service (2018b) explains that an educational psychologist can conduct formal assessments for the purpose of diagnosing dyslexia in children. A dyslexia specialist teacher who is properly qualified, or a local dyslexia association. In order to make an assessment, one must look at someone's:
- Learning takes place on an individual basis.
 - Language and vocabulary are important.
 - This refers to the speed with which an individual processes things like visual and auditory information.
 - The degree to which the individual is able to organise themselves

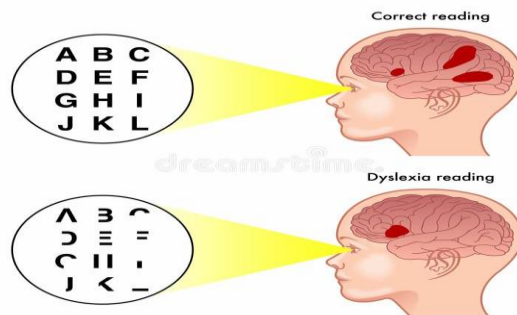
Why diagnosing dyslexia is beneficial

According to the Welsh government (2018), the earlier a child's dyslexia is identified and the appropriate interventions are put in place, the more benefit the child will receive, so early detection and intervention are critical.

Even if the symptoms of dyslexia are discovered early, monitoring the child's progress to make sure the appropriate supports are in place is essential.

The implications of diagnosing Dyslexia

What works for one child may not work for another, and Adams (2016) shows how Dyslexia can manifest in a variety of ways. Furthermore, (Colenbrander, Ricketts, and Breadmore (2018) also support that the symptoms of dyslexia in young children change over time, making it more difficult to diagnose dyslexia..



(Image: Dreamstime, 2022)

Strategy barriers

According to Ritchie, Della Sala, and McIntosh (2012), the use of coloured overlays on children's books did not immediately improve their reading skills. Colored overlays also have a price barrier; unfortunately, children frequently switch between the colour overlays they require, necessitating an ongoing expenditure (Patil, 2020).

After diagnosis.

Research shows that a diagnosis of dyslexia can lead to an individual developing low self-esteem, depression and anxiety due to the embarrassment, frustration and self-doubt that can overwhelm them (Kong, 2012). Livingston. Seigal and Ribary (2018) further mention the impact that diagnosing dyslexia has on a child's emotions and mental well-being.

Staff should be trained and qualified in recognising additional learning needs, according to the Welsh Government (2021). They should also be aware of the steps or procedures that must be followed in order to obtain a diagnosis and provide ongoing support to a specific individual child. Nevertheless, the Welsh Government (2015) claims that a lack of practitioner knowledge is a contributing factor to the difficulty in diagnosing children with Dyslexia. It is further supported by the Department for Education (2011) that a lack of practitioner knowledge can be a barrier to diagnosing children with dyslexia, and that this can lead to children in the Early Years not receiving the support they require. Similarly, according to Boyes Turner (2017), 57 percent of teachers believe that children are being misdiagnosed with additional learning needs, and 62 percent are concerned that attention and resources are being diverted away from children with genuine needs, leaving them without assistance and support. According to the Institute of Education (no date), settings should consider an environmental approach to inclusive practice, in which practitioners examine the classroom and consider the barriers that are present for a child with dyslexia, and then work to remove those barriers. The fact that schools are experiencing difficulties when attempting to support children with dyslexia, and that budgets in settings and schools are nearing breaking point, means that vulnerable children who require support are being denied it is an additional barrier (Whiteman, 2019)

Conclusion

Conclusion

As a neurodevelopmental learning need, dyslexia affects both visual and auditory information processing in the brain. As many as 10% of the population in the United Kingdom suffers from dyslexia, which manifests itself in a variety of ways. A child's ability to read and write may be hindered by dyslexia, which can also affect their participation in school. Dyslexia sufferers use coloured overlays to alleviate the symptoms and visual stress caused by their condition. The benefits of this strategy have been questioned and there are barriers to implementing it correctly, as well.

The use of coloured overlays is one method of assisting children with dyslexia. In order to reduce eye strain while reading, coloured overlays are plastic sheets that have been dyed a specific colour (Smith, 2018). According to Wyman (2013), coloured overlays help students with dyslexia improve their reading fluency. By helping to reduce the distortions of words that children with dyslexia often describe, coloured overlays can benefit children with dyslexia. The fluency of a child's reading, as well as his or her discomfort and headaches, are all improved by using coloured overlays (Hlengwa et al., 2017) However, it is important to test a variety of colours because each child will benefit from a different colour (Eyecare Trust, No date).



(Image: Amazon 2022)

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