

# Issues and Challenges faced by Teachers in the Class having Children with Dyslexia

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**Abstract--** The present paper is an attempt to highlight the issues and challenges faced by teachers in the class having children with dyslexia. This study was conducted at government and private schools of Nagercoil district. Significance of the findings in relation to the wider inclusive educational ideology is discussed and recommendations are made on the basis of the findings.

## I. INTRODUCTION

Every individual is unique but some of them are so unique that they do not fit into the typical group. Differences associated with this are learning and psychosocial aspects of an individual. With no visible features or symptoms, it is a complex condition to understand. It is a lifelong developmental disorder that affects a child's learning ability. Learning difficulties in literacy have been identified as including both "general learning difficulties" and one of a number of "specific learning difficulties". "General learning difficulties" cause low levels of performance in all subjects and they affect learning in school in many areas. On the other hand, specific learning difficulties affect only certain aspects of pupils' learning.

They cause low performance in one or more curriculum areas because of the difficulties pupils face in some aspects of literacy and numeracy skills.

Dyslexia is characterized by an unexpected difficulty in reading in children and adults who otherwise possess the intelligence, motivation, and schooling considered necessary for accurate and fluent reading. In India, for the first time, in 1986 Learning Disability (LD) has been recognized as an area of disability requiring special educational provision after the formation of National Policy on Education. However, some efforts are being made by professionals to provide remedial education facilities. But the resource room facilities for India, having more than 20 languages with its scripts and varied media of instructions in schools, has made the task all the more difficult. Teaching children with dyslexia across settings is challenging. Both general and special education teachers scrutinize accommodations that support the learning and the management of a class of children with dyslexia.

A dyslexia friendly classroom begins with a dyslexia friendly teacher. The first step toward making your classroom a welcoming learning environment for students with dyslexia is to learn about it. Understand how dyslexia impacts a child's ability to learn and what the main symptoms are. Unfortunately, dyslexia is still misunderstood. Many people believe that dyslexia is when children reverse letters and while this can be a sign of dyslexia in young children, there is much more to this language based learning disabilities. The more a teacher knows about dyslexia, the better teacher can help their children with dyslexia. The dyslexia-friendly approach involves building on what is known about dyslexia to date and applying that knowledge in the regular classroom, in day-to-day teaching, on the grounds that what benefits children with dyslexia, benefits all children.

In addition, it requires a commitment by schools to acknowledge, respect and support dyslexia by including among the staff at least one person who is trained in learning disability and who will disseminate this knowledge to other staff members. It includes an expectation that all school members, including governors and ancillary staff, will support this approach and monitor it to improve their performance in the characteristics of a dyslexia-friendly school.

## II. DISCUSSIONS AND MANY FINDINGS OF DYSLEXIA CHILDREN

Most of the teachers (83 per cent) faced challenges like academic (30 per cent), behavioural (17 per cent) or both (37 per cent) with children with dyslexia. Many research findings also indicate that child with dyslexia faces a range of relative quantifiable symptoms. There is no single pattern of difficulty that affects all people and not every symptoms of dysfunction is found in every child with dyslexia. Children with dyslexia show frequently a combination of one or of a variety of characteristics. Difficulties related to reading, spelling, addition, verbal symptoms and non linguistic difficulties can vary from individual to individual. If they have so many difficulties related to academic and behaviour then definitely the teachers too faces challenges in these aspects i.e. academic and behaviour. Few of the teachers mentioned that they also faced difficulty in teaching to children with dyslexia.

Most of the teachers (73 per cent) faced difficulties in their respective subject related to speaking (10 per cent teacher), writing (47 per cent teacher) and both reading & writing (17 per cent teacher) in the class having children with dyslexia. According to this; elementary teachers are teaching who struggled with inaccurate or slow reading, poor spelling, poor writing and other language processing difficulties. Findings from the study indicated that teachers lacked essential knowledge needed to teach struggling readers, particularly children with dyslexia. However have sought to assess teacher knowledge and perception about dyslexia in conjunction with knowledge of basic language concepts related to reading instruction. Findings from the study of dyslexia students in Nagercoil indicate that teachers on average were able to display implicit skills related to certain basic language concepts i.e. syllable counting, but failed to demonstrate explicit knowledge of others i.e. phonic principles. Also teachers seemed to hold the common misconception that dyslexia is a visual processing deficit rather than phonological processing deficit

## CONCLUSION

The study concludes that most of the teachers faced academic, behavioural or both types of challenges in the class of the child with dyslexia. In a settled, class-taught, textbook lesson, the lesson structure ignores the individual needs of the students, which means that any individual who deviates from the prototype model student is disadvantaged. The roles of motivation and fear of failing are important- Children with dyslexia do not struggle simply because they are not trying

hard enough. Children with dyslexia may have a brain difference that requires them to be taught in a more intense fashion than their peers. Without intense intervention, low motivation may develop as children with dyslexia try to avoid a difficult and painful task. School personnel can use their knowledge of the characteristics and basis of dyslexia to help their children with dyslexia.

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