A GLANCE AT DYSLEXIA

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In your classroom, a boy is fidgeting endlessly on his seat, mumbling sounds when you let him read for remediation, interchange letters and sounds, does not seem serious in studying. Sometimes, he gets some of your instructions, at times, cooperative but most of the time seems frustrated at himself. The mother says he is a good boy but you do not really get it why he cannot read and repeats sounds and just play with his fingers. Is he a slow learner? A dyslexic? You might wonder.

Dyslexia in a nutshell, is a general term for disorders that involves difficulty in learning to read or interpret words, letters, and other symbols but it does not affect general intelligence according to the Oxford dictionary. The severity of dyslexia differs in every dyslexic and it affects 1 for every 5 persons. It does not really mean that they should be labeled as abnormal or defective. Stigma is something not everyone will approve of it if their loved ones are in that situation. It just has something to do with the human brain’s neurodiversity.

In most cases and school settings wherein teachers are not really knowledgeable about the condition, learners with this condition are oftentimes labeled as stupid, lazy and not really interested in studying… worst are they are seen as not normal or far from the general population as such they are left out in learning. Guardians or parents should be aware of their children’s overall situation and seek professional help. With the parent and educators’ help a child with dyslexia will have a normal life.

Thus, knowing where the problem lies… that dyslexics brain wiring is a little different from the average, where they are difficult at, then it should be where it should
Though dyslexia has no cure, people with this condition are trainable, thus knowing, we can still have an upper hand at dyslexia. Reading instructions are called by different names like Structured Literacy, Orton Gillingham, Simultaneous Multisensory, explicit phonics, and others.

In structured Literacy, more on phonology, syntax, semantics all that makes up language, a very systematic and cumulative approach to teaching. Teachers dictate phoneme grapheme mapping tasks until learners have a well-honed grasp with words and meanings. Orton Gillingham multi-sensory approach is structured and individualized almost a combination of all the approaches used for dyslexic people. It is designed and suited for the different kinds of learners with difficulties. Simultaneous Multisensory, as the name suggests, uses all the senses or most senses are activated like writing words and sentence with tactile materials like Lego and beads. Physical activities to practice spelling, using assistive technology and tools, educational games, and others are also used.

One thing is for sure that no teaching strategy or intervention can do it overnight but a combination of all of these can make it a success. A dyslexic needs a lot of help from educators like us. But before we say that an intervention is effective or not, a thorough and proper diagnosis should be done. Be sensitive and be aware that one of our pupils might suffer from this condition. In every disability, empowerment from us, parents, and educators, makes a way to really be of help to struggling learners especially to dyslexics. We can do something so dyslexics can have normal lives despite of their condition. With all these in mind and with our situation right now, our compassion and passion that we have will make a change in someone’s life.

References:

http://ed.ted.com/lessons/what-is-dys...https://www.understood.org (dyslexiaresource.org.) international dyslexia association: "dyslexia basics."