

SPECIFIC LEARNING DISABILITY: UNDERSTANDING DYSLEXIA

by:

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Specific Learning Disability (SLD) denotes a category of neurological challenges that impact a student's capacity to learn, comprehend, or apply academic skills like reading, writing, or mathematics, a notion well acknowledged in current special education literature (Kirk, 2016). A prevalent form of SLD is dyslexia, which mainly impacts reading and language comprehension. Dyslexia is not connected to intelligence; numerous people with dyslexia possess average or higher intelligence but face challenges with recognizing words, decoding sounds, and spelling (Shaywitz, 2020). These difficulties stem from variations in the brain's processing of written and spoken language, especially in phonological processing the skill to identify and handle sounds in language (Stanovich, 2018). Aside from challenges in reading, dyslexia is a persistent condition that might also impact memory, processing speed, and the ability to sequence tasks. It is frequently linked to strengths like creativity and visual-spatial reasoning (West, 2015)

Typical indicators of dyslexia encompass sluggish and laborious reading, regular spelling mistakes, challenges in associating letters with sounds, and difficulties comprehending written material. Timely detection is essential, since unresolved reading challenges can greatly affect long-term educational achievement (Wolf, 2018). Educators and caregivers might notice challenges with alphabet comprehension, identifying rhyming schemes, or recalling sequences. In the Philippines, the Department of Education (DepEd) is essential in advancing inclusive education via implemented policies. DepEd Order No. 21, series of 2019 (Guidelines on the K to 12 Basic Education Program) and DepEd Order No. 44, s. 2021 (Policy Guidelines on Providing Educational Programs and Services for Students with Disabilities in the K to 12 Basic Education Program) highlight

the importance of inclusive and fair education for every learner. These policies require early detection, delivery of suitable interventions, and fair accommodations for students with disabilities, including individuals with dyslexia. DepEd likewise endorses the execution of Special Education (SPED) initiatives, enhancement of teacher capabilities, modification of curricula, and the creation of Individualized Education Plans (IEPs) customized to the requirements of every student.

To properly evaluate dyslexia, experts like psychologists and developmental specialists perform thorough assessments utilizing standardized instruments. This encompasses cognitive assessments, evaluations of reading and writing, assessments of phonological processing, and tests of memory and processing speed. Typical tools encompass the Wechsler Intelligence Scale for Children (WISC-V), the Woodcock-Johnson IV Tests of Achievement (2014), the Comprehensive Test of Phonological Processing (CTOPP-2), and the Gray Oral Reading Test (GORT-5). These evaluations assist in pinpointing particular strengths and weaknesses and direct efficient intervention approaches.

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Schools are essential in assisting students with dyslexia by offering accommodations that facilitate effective learning access. Tailored teaching is crucial for meeting varied educational requirements (Levine, 2013). In accordance with DepEd Order No. 44, s. In 2021, educational institutions are urged to adopt inclusive methods like varied instruction, utilization of assistive technologies, and adaptable assessment techniques. Accommodations can involve additional time for exams and tasks, permitting verbal answers in place of written submissions, and utilizing audiobooks or text-to-speech software. Educators can also divide assignments into smaller parts, minimize board copying, and offer printed or recorded materials. Structured literacy programs, phonics-centered teaching, and multisensory learning strategies—like those associated with the Orton-Gillingham approach are highly advocated in contemporary literacy education (IDA, 2020). Establishing an inclusive classroom atmosphere diminishes

stigma, fosters peer assistance, and enhances student self-esteem. Cooperation between educators, parents, SPED coordinators, and specialists guarantees reliable and efficient assistance.

In conclusion, dyslexia is a common and treatable learning condition rooted in differences in brain processing rather than a lack of ability. By recognizing issues promptly, conducting suitable assessments, and implementing supportive teaching methods, students with dyslexia can overcome challenges and achieve their highest potential. Shaywitz (2020) emphasizes that understanding the strengths and difficulties of those with dyslexia is essential for promoting their personal and academic achievements

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